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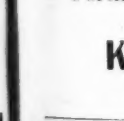
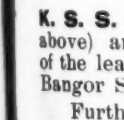
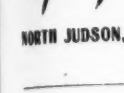
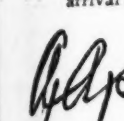
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February 20, 21, 22. City and Borough Superintendents of Pennsylvania, Houston Hall, Philadelphia, Pa.
February 25, 26, 27. Department of Superintendence, National Education Association, Washington, D. C. A. T. Stuart, local committeeman.
March 13. Association of Teachers of History in the Middle States and Maryland, Baltimore.
March 14. Association of Teachers of Science and Mathematics, Baltimore.
April 2, 3, 4. Southeastern Iowa Teachers' Association, Davenport. Supt. F. L. Smart, local chairman.
April 8, 11. Western Drawing and Manual Training Association, Indianapolis. Miss Wilhelmna Seegmiller, local committee. R. A. Kissack, secretary, St. Louis.
Eastern Manual Training Association, Washington, D. C., April 13 to 15, 1908. Anna F. Burbank, secretary.
May 7, 8, 9. Michigan State Superintendents and School Boards' Association, Lansing. M. W. Longman, secretary, Otsego.
June 29, July 1, 2, 3. National Education Association, Cleveland, O.
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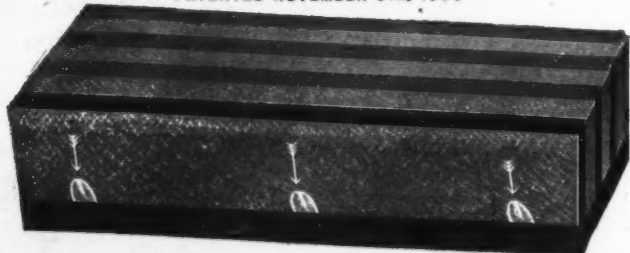
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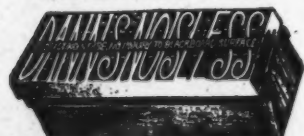
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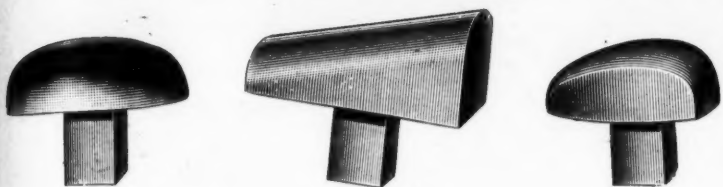
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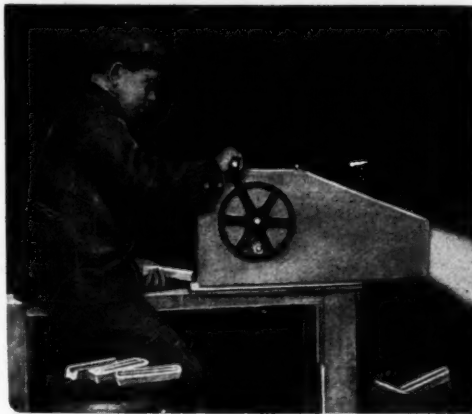
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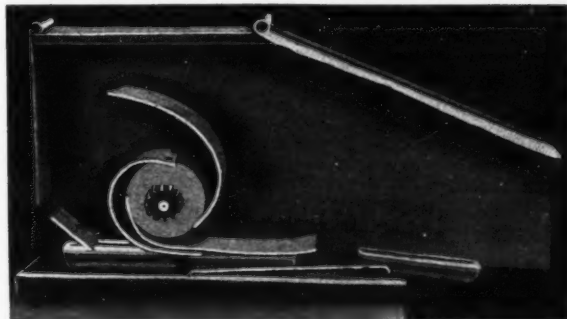
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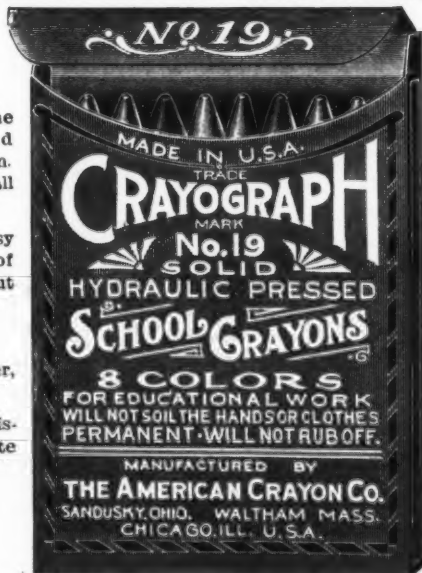
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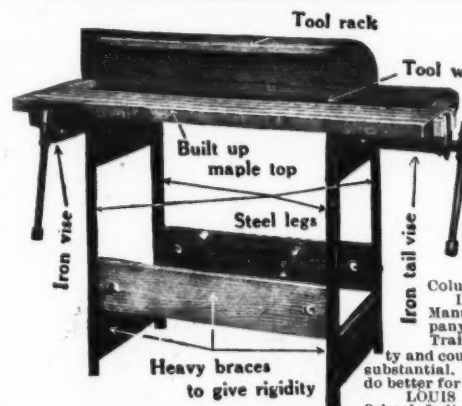
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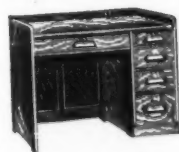
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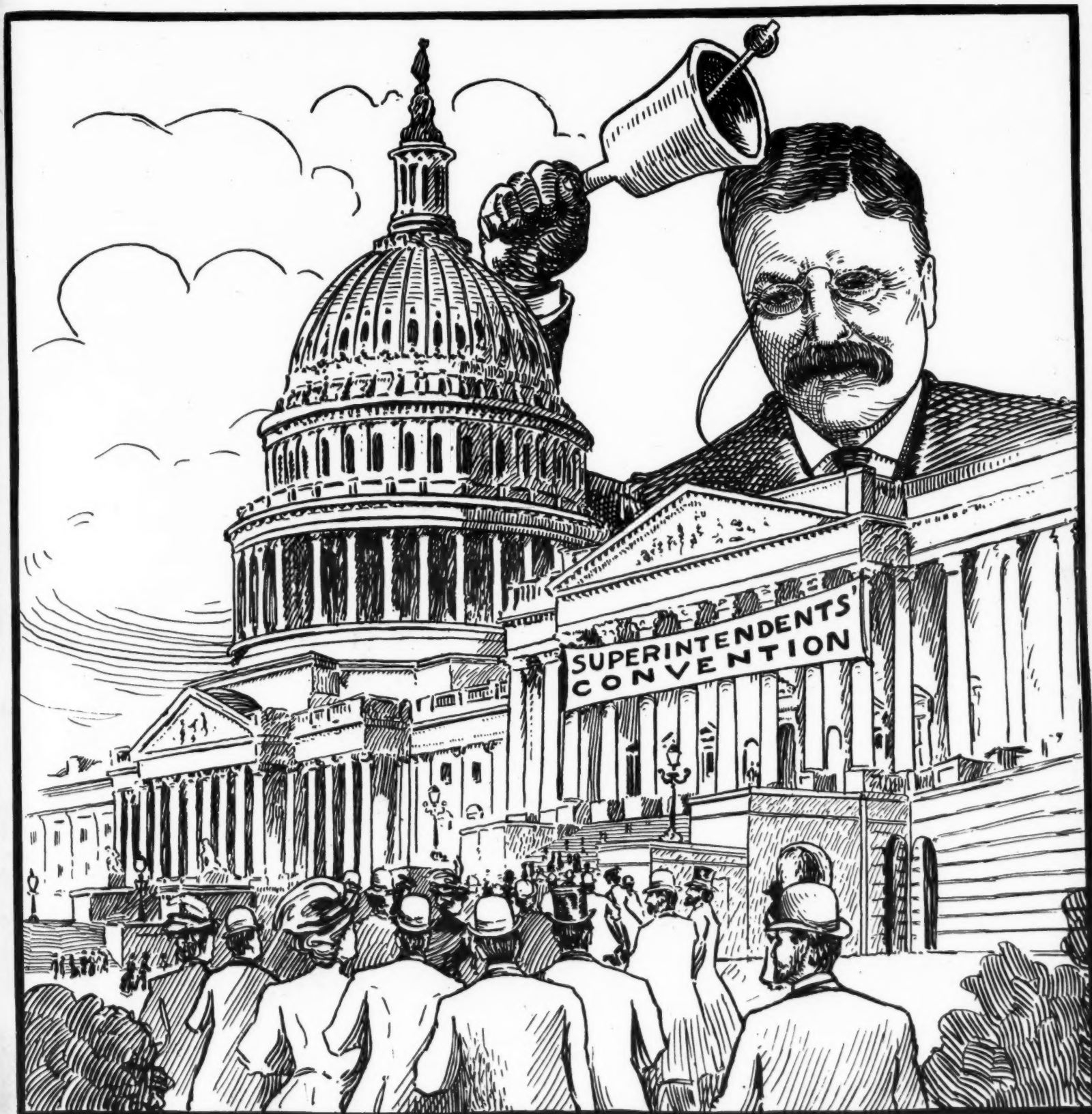
School Board Journal

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VOL. XXXVI, No. 2

MILWAUKEE — New York — Chicago, FEBRUARY, 1908

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AT THE NATION'S CAPITAL.

The Department of Superintendence of the National Education Association will meet in Washington, February 25, 26 and 27.



RECENT DECISIONS.

An action will not lie in favor of the father of a pupil expelled from school against the teacher, when he has thereby suffered no direct pecuniary loss.—*Sorrels vs. Matthews, Ga., 1907.*

A private corporation operating a state normal school and receiving moneys from legislative appropriations is within the purview of Act April 23, 1903 (P. L. 285), entitled "An Act to prevent officers or members of boards of managers of institutions receiving appropriations of state moneys from selling supplies to such institutions, or acting as agent for the sale of the same."—*East Stroudsburg State Normal School vs. Yetter, Pa. Super. Ct. 1907.*

Teachers and Officers.

A successful contestant for the office of county superintendent of schools did not disqualify himself to hold the office because, pending the determination of the contest, he went to an adjoining county to teach a term of school, where he owned a house and personalty in the county of the contest, and left a considerable portion of his household goods there, claiming that county as his residence; his name remained on the great register as a voter, and he returning when the term of school closed.—*People vs. Wilson, Cal. App. 1907.*

The statutes of 1898 (page 442) requiring the director of a school district to prosecute an action of the treasurer's bond for a breach of a condition thereof, and authorizing a school district meeting to make necessary provisions for the prosecution of any action in which the district may be a party, require a director to sue on the treasurer's bond and prosecute it until the electors of the district take control thereof.—*School Dist. No. 11 of Town of Madison vs. Clifcorn, Wis. 1907.*

Where school directors have elected a teacher, holding a state normal school diploma, for one term, they cannot during the current school year extend his contract for two additional terms. In making the original contract they have exhausted their powers, under Act June 25, 1895 (P. L. 175), and in attempting to extend it they are trenching on the powers of the succeeding board.—*Murray vs. Wilkes-Barre tp. School Dist. 33, Pa. Super. Ct. 373.*

School Taxation.

An educational corporation, owning lands which by a contract with the state are exempted from taxation, may maintain a suit in equity to restrain the officers of the state from levying and collecting taxes on improvements made on such lands by lessees, which by the terms of the leases become part of the realty, to be paid for by the landlord on the termination of the leases; such taxes being in effect against the lands themselves, and in any event, in direct diminution of their rental value.—*University of the South vs. Jetton, U. S. C. C. Tenn.*

LEGAL.

Ohio. County solicitor Ireton of Hamilton county has given an opinion to the school board of Madisonville, that plans for school buildings must be secured by competition. Heretofore architects have been generally employed by favor, but if Mr. Ireton's opinion is declared good law, then plans for every school-house costing more than \$500 must be advertised for and awarded under contract.

Governor Cummins of Iowa has appointed Frederick E. Bolton, of Iowa City, William H.

Baily, of Des Moines, and Arthur Springer, of Columbus Junction, as members of the commission to codify the school laws of the state. This commission was created by the last legislature and will report to the assembly of 1909.

The creation of the commission was recommended by State Superintendent Riggs. The law under which it has being provides that it shall be composed of one school man and two practicing attorneys. Professor Bolton is at the head of the department of education of the state university. Messrs. Baily and Springer have more or less experience as members of school boards.

The supreme court of North Carolina has decided that normal building bonds are issued for a special purpose and may not exceed ten per cent of the assessed valuation of a municipality. The case came to the court from Greensboro where the bonds for a new school were tested in a friendly suit.

District Judge Rizer has been asked by the attorneys of the Pueblo, Colo., school board to enter a permanent order enjoining the board from purchasing sites for school buildings without an affirmative vote of the district. An injunctive suit was brought by a tax payer several months ago to prevent the purchase of a piece of land for a high school. The attorneys for the board rendered an opinion that the law plainly provided for an election and advised that the suit should not be contested. Judge Rizer's decision will set a precedent for the entire state.

The supreme court of Iowa has recently rendered a decision that the law providing for the transportation of pupils to and from school is not mandatory. The school boards of the state may refuse to provide a conveyance if they deem it desirable.

Newark, N. J. Supreme Court Justice Swayze has refused to grant a writ of certiorari to members of the board of education who had been legislated out of office.

The Pennsylvania state supreme court has declared the salary commission created by the Pittsburg school board to be an illegal body. The teachers who opposed the commission declared that it acted unfairly and unreasonably and that the central board of education was without power to appoint its members.

The city solicitor of Dayton, Ohio, has rendered an opinion that the local school board may order the vaccination of school children, if it desires.

The supreme court of the state of Washington has decided that personal injury suits may be brought against school districts. The question was brought to the attention of the court in the suit of the parents of Mamie M. Redfield against school district No. 3, Kittitas county. The child, while a pupil, was severely scalded with boiling water that fell from a stove.

RULES AND REGULATIONS.

San Antonio, Tex. Upon recommendation of Supt. F. E. Wolfe, a rule has been passed to raise the qualifications of elementary school principals. The new rules require that no principal shall be eligible "who does not hold a Texas state permanent certificate of the highest order, or its equivalent, and who has not satisfactorily passed a principal's examination consisting of a critical oral and written test touching the subject matter and methods of the course of study in the grades."

Berkeley, Cal. Schools which have eight grades must have male principals, according to a new rule of the school board.

Fremont, O. A rule has been adopted "that teachers shall not be called to the telephone during school hours except in cases of sickness or death."



MR. C. W. MOORES, ESQ.
Indianapolis, Ind.

President-elect, School Board.

The school management committee of the Chicago school board has formulated a set of rules absolutely prohibiting high school students to join secret societies. The rules give the superintendent permission to dismiss from the schools any student who is a member of a fraternity or sorority. It is expected that opposition will be raised in the board and that a legal contest will ensue when the rules are promulgated.

Muscataine, Ia. A new system of grading the work of the high school students has been put in force. The regular tests and the quarterly examinations have been discontinued and the daily work and final semester examination will be the means of grading the pupils. The principal makes out the standing of every member of the class, and at the end of each month these are given to the pupils for the inspection of their parents, and at the end of the half year term the grades are mailed direct to the parents.

Rockford, Ill. The school board has refused to introduce medical inspection in the schools. Dr. T. H. Culhane, a member of the board, offered the services of the county medical association without cost for one year.



Too Slow.

Miss Primer—"Did you ever run for school director?"

Mr. Suitor—"Yes, but I didn't run fast enough."



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THE SCHOOL JANITOR



By Reuben W. Jones, Secretary Board of Education, Seattle, Wash.

To school boards the janitor, the man who personally acts as custodian of the school property, occupies a sufficiently important position to justify consideration.

The care and protection of the capital invested in the school property of the state is surely a responsibility that rests on school boards, and yet it is a fact that rarely in other lines of trusteeship this actual care and responsibility is so generally shifted to subordinates—the janitors—as is the custom with all school property.

The school, next to the church, fortunately, is looked upon as a somewhat sacred institution, and local pride. In our schools, the principal, teachers, pupils and parents, all are interested. The community or civic spirit often is in evidence in behalf of the school. These factors, I believe, contribute more directly to the good service on the part of those in charge of the school buildings, than does the usual indifferent supervision and regulations of the average school board and its officers, in our cities and towns.

Hence, if it appears that the vested authority is perhaps lax in looking after the property placed in trust in its hands, it may prove profitable for us to consider this subject.

This does not merely refer to our proper protection of the vast money value represented alone, but to the more important consideration of health, comfort, cleanliness and good habits of the children, not only as an aid, but as a part of the real training that our schools should provide.

The janitor who shares in this school spirit and local pride to which I have referred, and is efficient as a workman is in most cases a satisfactory janitor. He is the one who knows no exact line where his duties cease, who at any hour of the day or night is alert to protect the school property. And it is the janitor who lacks in this school spirit, and who has no pride nor respect for public property that too often merely performs certain routine work, and fails to render creditable service, fearful that some other janitor put in less hours per day.

Principals, as the executive heads of schools, have much to do in so directing and over-seeing the care of their buildings and grounds, and their leadership often makes or mars the character of the janitor service. Some principals make exceptionally good head janitors, and I have known several janitors who were splendid vice-principals. In fact, a tactful, helpful co-operation, aiding and relieving each other, is essential not only to a well kept school building but to a successful school.

But possibly a more definite division of the work is desirable, so the janitors may know definitely their duties and not be imposed upon by certain principals who make the janitor. From the point of view of the board we may briefly consider the janitor—first, as to his selection; second, as to his duties; third, as to his compensation.

Selection of a Janitor.

In the matter of selection it may be easier to enumerate what to avoid. It is often stated in the employment of teachers: "Don't give the school to 'Our Mary' or to 'Cousin Dolly'—for the same reasons don't make 'Little Johnnie' or 'Uncle Dan' janitor." Getting a job for some one, or selecting a janitor for

family, business, political, charitable or any other reason, than to secure best service possible, is to be avoided.

Col. Waring, the noted street commissioner of New York City, who made his department wonderfully effective in cleaning up the great city, once said to a man who inquired how he accomplished such results: "I put *MEN* behind the brooms, not merely voters." But how to make a good selection of a man adapted for the varied duties of a school janitor is a difficult task. If the applicant has had no successful experience he doesn't know, and you cannot tell, whether he will succeed. Personal neatness, alertness, good habits, good health, youth, a family and home, tact, foresight and good judgment, are all desirable qualifications.

And yet, nothing but an actual test in the schools can determine the fitness of men for the work. This test will soon show whether the janitor knows dirt, knows how and where to look for it, and not merely *SEE* dirt, but knows how to get rid of it. Is he naturally adapted for such work?

Has he the housekeeper's instinct? Is he distressed over any untidiness? Or, can he indifferently walk about, not seeing and not picking up paper or litter of any kind?

Selections should be on the merit basis so far as information in the applications and references can indicate. With intelligent and workable rules and regulations, let efficiency be the standard for promotion and continuance in the service.

Duties of Janitors.

The enumeration of the various duties usually assigned to the janitor of large schools, as generally found in the adopted rules of school boards, would require more time and space than this paper permits. Many of those duties have already been referred to indirectly.

THE TEACHER'S CREED AND PRAYER.

"I believe in boys, the noble sons of to-day, the fathers of to-morrow. I believe in girls, the delight of the present, the stay of the future. I believe in the innocence and purity of both, and in the great need of keeping them so, their freedom from the curse of ignorance and crime. To this end I believe in the joint effort of the home, the school, the church, and the state.

I believe that the only right environment of any life is Truth, Beauty, Goodness; Truth as reached through all the sciences, Beauty as embraced in Art, Goodness as expressed in all right conduct.

I believe God is Infinite, man is finite.

I believe in the dignity of man's creation, of his great possibility for to-day, and for all the future. I believe in the constant quest for perfection for myself and for all my fellows. I believe in the past and all its contributions. I believe in the present with all its joy of service. I believe in the future and its reward.

I believe in Jesus Christ, His service, His brotherhood, His authority, His life. I believe He was, and is, the World's greatest Teacher.

May I be like Him. Amen."

Fosteria, O.

S. H. Layton.

No list would be so comprehensive as to include all that a good janitor finds to do. The importance of properly heating and ventilating the building possibly ranks first. A thorough understanding of the workings of the heating system of his building and a constant study of all the conditions of fuel, prevailing winds, peculiarity of the location of buildings, exposed or remote rooms, the ventilating arrangement, the self-regulating temperature apparatus (if any), are some of the problems of the janitor. Means and methods of sweeping, cleaning, scrubbing, dusting, oiling, painting, repairing, etc., or the best care and treatment of floors, desks, windows, woodwork, blackboards, basements, closets, plumbing, care of clocks, care of grounds, care of electric lights, belts and wires, protection from fire, etc., indicate a few ways for janitors to keep busy.

The duties pertaining to handling, checking, accounting for and reporting fuel, and other building supplies received at his building, require the janitor's attention. For handling the vast quantities of books, and endless school supplies, under the prevailing free supply system, the principal often finds a good janitor's help the only relief. The janitor's assistance in directing the children in the halls, basements and on the grounds is another test of his general efficiency.

Compensation of Janitors.

The compensation of janitors should at all times be such as to secure good, faithful, efficient men, who will remain in the service. Inadequate pay makes it difficult to find and retain such men, as they are liable to be attracted to other more pleasant and less arduous lines of work.

The salaries must be largely based on class of heating plants and area of floors and ground space. Except possibly for large high schools, janitors should be allowed to furnish their own approved assistance.

A consideration in many cities is a place of residence for the janitor and family. Rooms in the school building, generally in the basement, or in a detached building on the school grounds, with fuel and light, are often furnished. This undoubtedly adds something to the constant protection of the property. However, I believe that it is preferable to pay the men well and encourage them to own their own homes, near the school.

Occasional meetings of janitors and school directors, especially preceding the vacation periods, are to be commended. They offer opportunities for general conferences regarding the duties, the various methods of doing work, the results of tests and experiments. Occasional talks from experts on heating or some other subject pertinent to the care of school buildings are highly beneficial.

Visits of groups of janitors to buildings where the service in some special line is deficient, are desirable in that the men may learn how to improve.

The janitor's position is certainly an important one and school directors should be in close touch with the service. A closer relation and a better acquaintance of the men who share the great responsibility of being custodians of millions of dollars worth of public property would surely prove beneficial and encouraging to both.

The School Superintendent.

SUPERINTENDENTS' CONVENTION.

The preparations for the meeting of the department of Superintendence of Washington, Feb. 25, 26 and 27, are rapidly taking shape and the prospects are that the attendance will reach to close two thousand superintendents. Mr. P. M. Hughes, assistant superintendent in the Washington schools, is in charge of the local arrangements and has made assurances that the department will be well taken care of.

The program has been completed, and while no changes have been made in the essential features of the preliminary announcement, Secretary Shepard states that some important names have been added to the list of speakers.

In addition to the announcement in the preliminary program that President Roosevelt would receive the members of the department at the White House at 2:30 p. m., Feb. 26th, the following are authorized:

"Through the courtesy of the trustees of the Corcoran Gallery of Art, the board of education of Washington, D. C., has arranged for a reception to be given at the gallery, to the visiting members of the department, on the evening of Thursday, Feb. 27th, at 8:00 p. m. The United States Marine band will be in attendance.

"The Society of Columbian Women of The George Washington University extend a cordial invitation to the ladies attending the meeting of the department to accept hospitality at the parlors of the Women's building of the University, 1536-1538 1st, N. W. These rooms are centrally located, near the New Willard hotel, and will afford a convenient rallying and resting place for the lady members."

It will be remembered that the department of Superintendence met in Washington, D. C., every year but one from 1874 to 1889. There is a call for all who attended any of those meetings to hold a reunion during the convention week; the time and place to be named

in the final program. All members during those years who can be present at the Washington meeting are requested to notify Secretary Irwin Shepard, Winona, Minn., at an early date.

Railroad Rates.

In the preliminary program, reference was made to "card orders" to be issued to members residing in the territories of the Central Passenger Association, the Southwestern Excursion Bureau, the Western Passenger Association and the Trans-Continental Passenger Association, by which special round trip rates may be obtained from Central Passenger Association points to Washington. These card orders will be issued to members on application to Secretary Irwin Shepard, Winona, Minn. The various rates to Washington, D. C., and return are as follows:

	Card-order rates, good Feb. 22, 23, 24, to return March 2.	Regular rate to trunk line gateway and return, plus one and one-third fare therefrom.	Regular rate to Washington and return.
From Chicago	\$29.45	\$31.95	\$34.50
From St. Louis	35.40	38.95	41.25
From Louisville	26.70	29.90 or 30.95	32.00
From Cincinnati	21.60	22.90 or 23.85	27.00
From Columbus	18.35	19.05	24.10
From Cleveland	16.00	16.95	22.00
From Detroit	22.80	23.65	28.50

The Eastern Canadian Association have authorized a rate from points in that territory of one and one-third fare for the round trip on the certificate plan.

The North Carolina Association of City Superintendents and the Southern Society for Philosophy and Psychology will meet in Washington during the convention of the department.

The Baltimore and Ohio, the Pennsylvania and the Big Four C. & O. routes will run special coaches to Washington. These sleepers

will be attached to trains leaving Chicago in the afternoon of February 23d and reaching Washington Monday afternoon.

BUSY SUPERINTENDENTS.

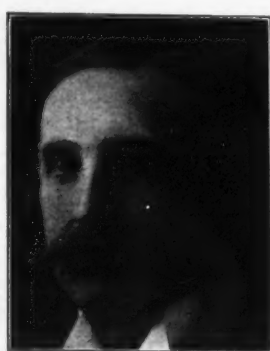
Clerk William L. Reed has announced that Supt. J. I. Hudson of the public schools of Portsmouth, Ohio, has resigned and will relinquish his position February 15th. The board is now on the lookout for a new superintendent to take charge of the twelve buildings and 4,000 pupils. "A high class man can command a salary proportionate to his abilities."

Woonsocket, R. I. A simple system of medical inspection has been introduced into the schools, to be developed as occasion may demand. The \$400 has been appropriated to cover the first year's expenses.

Youngstown, O. The school board has adopted a resolution that the director of schools be authorized to issue orders for contracts and purchase, in sums not to exceed \$150, provided that in every case there is sufficient amount in the fund on which the order is drawn to meet the expenditure.

PUBLIC PRESS.—School authorities, in dealing with the representatives of the press, constantly feel that the full publicity of all school matters is not always conducive to the best interest of the schools. Being fully warranted in this feeling, school boards are, however, apt to become overzealous in withholding news matter from the public and thereby come into conflict with the press representatives.

Good judgment, together with ordinary tact, must here establish a correct attitude towards the press. Experience has taught that the average newspaper stands ready to withhold from publicity matter that is apt to undermine the prestige and discipline of the school system. Executive sessions give rise to suspicion and should therefore not be engaged in oftener than necessary.



MR. J. E. JOHNSON,
Pittsburg.



SUPT. JOHN A. LONG,
Joliet, Ill.



SUPT. S. L. HEETER,
St. Paul, Minn.



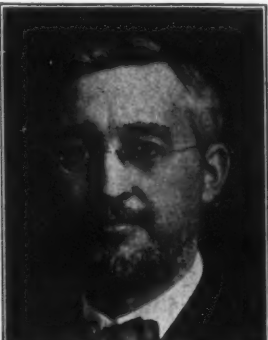
PRES. JOHN R. KIRK,
Kirksville, Mo.



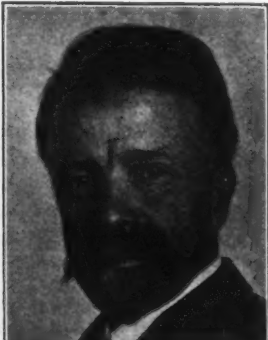
SUPT. E. C. BISHOP,
Lincoln, Neb.



SUPT. S. D. BROOKS,
Boston, Mass.



DEAN J. E. RUSSELL,
New York City.



DR. L. H. GULICK,
New York City.



DR. F. HARRINGTON,
Boston, Mass.

Speakers, Department of Superintendence, National Education Association, Washington, Feb. 25, 26, 27.

Teachers' Salaries

The Seattle Method of Classifying and Paying Teachers.

The problem of classifying and paying teachers has commanded the best thought of school boards and superintendents. It is always a vexed question, because nothing will arouse the attention of the average teacher so quickly as a discussion touching his or her compensation.

One of the latest methods to be put into successful operation is the "Seattle" plan, which takes its name from the city in which it was first devised and whence it has spread. The method has attracted wide attention on account of its equitableness and because it insures the teacher equal pay for twelve months in the year.

The School Board Journal is indebted to Supt. Frank B. Cooper for the following outline of the "Seattle Method" as it is operated:

The salary paid grade teachers is based upon the schedule according to the length and character of experience in school work.

Grade teachers are classified into five classes, of which those in the first class are paid at the rate of \$720 a year; those in the second class, \$780 a year; those in the third class, \$840 a year; those in the fourth class, \$900 a year, and those in the fifth class, \$960 a year. To illustrate, a teacher in the fifth class will receive her total annual salary in the following installments:

October 5	\$ 80
November 5	80
December 5	80
January 5	80
February 5	80
March 5	80
April 5	80
May 5	80
June 5	80
June 21	160
September 5	80

\$960

To be eligible for appointment, candidates must have had a normal school education, or its equivalent, and at least two years' successful experience in graded schools of acceptable rank. Teachers who have these minimum of qualifications are assigned to the first class mentioned above. Especially meritorious teachers of less experience may be appointed by the board of education as probation teachers at less than the minimum salary.

High school teachers are also divided into five classes similar to the grade teachers. Those in the first class are paid \$900 a year; those in the second, \$990 a year; those in the third class, \$1,080 a year; those in the fourth class, \$1,170 a year; and those in the fifth class, \$1,260 a year. Heads of departments receive \$1,500 per year, irrespective of class or experience.

To be eligible for positions in the high schools, applicants, except those to be employed in the manual arts and commercial departments, must have had a complete college education and one year's successful experience in a high school of the first class. Teachers of such minimum qualifications are assigned to the first grade. For merit, grade teachers with the requisite college education

may be advanced by unanimous vote of the school board.

Newly appointed teachers are credited with experience in other schools of acceptable rank, but no one appointed for the first time to service in the Seattle schools will be voted above the third class. At any time, after one semester's work, any teacher whose work is especially meritorious may be advanced to the next class by unanimous vote of the board of education.

All teachers who are re-elected are advanced year by year until the maximum salary has been reached. Any teacher may be denied promotion, or may be reduced in class, upon recommendation of the superintendent, supported by reports of his supervisory assistants. For exceptional merit any re-elected teacher may be given a further advance in salary to an amount not in excess of the maximum.

Teachers are paid one-twelfth of the annual salary on the fifth day of each month, except July and August. At the close of the school year in June, the teachers receive the tenth and eleventh installments of their salary, and upon the fifth of September following they are paid the twelfth installment. Any teacher who renders less than a full year's service will receive as many two-hundredths of the eleventh and twelfth installments as there have been days actually taught by him or her during the year.

A teacher who resigns her position after August 1 and prior to the payment of the twelfth installment, will receive only one-half of the twelfth month's salary.

Teachers excused for absence from duty on account of sickness are allowed one four-hundredth of their annual salary for each day absent, during a total of not more than twenty school days in one school year. Two days' full pay is allowed for absence caused by death in the immediate family.

EQUAL SALARIES.

Cogent reasons are given in the annual report of Dr. W. H. Maxwell why the salaries of women teachers should not be equal to those of men. The women last year made a determined fight for raising their salaries up to the standard of the men's and have expressed their desire to re-open the question at an early date.

Mr. Maxwell writes:

"If the conclusion that the employment of men in the schools is necessary be valid it follows that the educational authorities must pay salaries to men sufficient to obtain the requisite supply of men teachers of ability and culture. If, however, it is not necessary to pay the same salaries in order to obtain a sufficient supply of women teachers of refinement and culture, it is difficult to see what reason can be advanced for increasing the educational expenses to the extent involved in equalizing the salaries of women teachers with those at present paid to men.

"For the sake of clearness the argument may be stated in a series of propositions:

"1. The majority of the class teachers in the public schools are women, for two reasons: (a) for the younger children who constitute the larger number in the schools women make the better teachers: (b) the services of women teachers may be obtained more cheaply than those of men.

"2. Some men teachers are and should be employed in the higher grades for three principal reasons: (a) that the pupils may come under the influence of the intellectual and moral qualities that particularly characterize men, as well as under the influence of the intellectual and moral qualities that particularly characterize women; (b) that the pupils may be made to feel that culture and refinement are not the peculiar province of women, but should also be striven for and possessed by men; (c) that the larger boys may have guidance and leadership in athletic sports.

"3. In order to obtain the services of even a small number of men, it has been found necessary to pay considerably higher salaries than those paid to women.

"4. Neither by any received economic theory nor by the analogy of any practice in any other walk of life can it be regarded as sound policy to determine the salaries of the great majority (women) of the teaching force by the salaries paid to a comparatively few (men) who are employed, not because on the average they teach the ordinary school branches better than women do, but for special purposes."

ENDOWMENT OF PUBLIC SCHOOLS.

Superintendent Frank S. Tisdale of Watertown, N. Y., believes that the public schools should be endowed. Writing in his annual report, he urges:

"A public school system must of right receive its main support from the people for whose welfare it is established, but there is no reason why additions to our school facilities, such as an advanced course in manual training and trade schools, should not be provided by a joint action of the community, state, and the private individual.

No one ever accumulates a fortune by his own individual work. Fortunes are accumulated under the leadership of the individual by the aid of common labor. The individual who accumulates such a fortune, therefore, is in a certain way indebted to the common people of his community. He is, however, under no moral obligations to give back any part of his accumulated wealth to the community from which he derived the same, unless he does so from philanthropic motives. Men of wealth have contributed largely to our higher institutions of learning and should the idea of endowing public school systems become recognized as being a most beneficial use of accumulated wealth, by this means the required financial support for these added needs of our public school system might be provided. The fact that such an endowment would provide added school facilities through unending years for the children and youth of his own community should appeal to the individual of philanthropic temperament. In some parts of New England men of wealth have given money for the construction of public schools. I do not know that any public school has ever been endowed by men of wealth. There is nothing in the state law which would prevent the acquisition of endowment funds for school purposes. Unquestionably, money contributed in this way for a specific part of the work of the public schools, would be used intelligently and would accomplish the purpose intended.

The school boards of South Dakota held a successful convention last month at Watertown. The following officers were elected for the ensuing year: President, M. Moriarty, Redfield; vice president, C. L. Ronald; secretary, Mrs. M. M. Williams, Centerville; treasurer, Dr. S. B. Dickinson, Watertown.

THE SCHOOL BOARD AND THE PUPIL

Admission.—The public elementary schools are free to pupils of the following ages:

- 4 to 20, Wisconsin.
- 5 to 21, Idaho, Iowa, Kansas, Maine, Minnesota, Mississippi, Nebraska, New Mexico, New York, Virginia.
- 5 to 20, Michigan, New Jersey.
- 5 to 18, Vermont, Porto Rico.
- 6 to 21, Arizona, Arkansas, California, Colorado, Florida, Illinois, Indiana, Maryland, Montana, North Carolina, Ohio, Oregon, South Carolina, South Dakota, Tennessee, Washington, West Virginia, Wyoming.
- 6 to 20, Kentucky, Missouri, North Dakota.
- 6 to 18, Georgia, Louisiana, Nevada, Utah.
- 7 to 17, Texas.
- 7 to 21, Alabama.
- From 5 upward, in Connecticut.
- From 6 upward, in Delaware, District of Columbia.

Massachusetts and New Hampshire have no age limit.

School boards, however, make rules in the interest of the school by which children delaying entrance longer than two weeks after the beginning of each semester are excluded until the succeeding semester.

Absentees.—Every pupil who is absent or tardy is required to promptly bring a written excuse from parent or guardian. In case a pupil has been absent a half-day and continues absent the next half-day, notice of such absence is sent to the parents. A repetition of such absence necessitates that a notice be sent to the truant officer, who will promptly investigate the case. Sickness or imperative necessity are the only valid excuses for absence. Dismissals before the close of school are granted only in case of some pressing emergency.

Any pupil who is absent four half days in four successive weeks, without excuse satisfactory from the parent or guardian, usually forfeits his seat to the school. Pupils thus suspended are not to be restored until the parent or guardian shall satisfy the superintendent that the pupil will be punctual in the future, and obtain from him a permit to return.

Consumptives.—Medical authorities hold that it is not necessary to enforce an absolute rule excluding consumptives from school. It is highly essential that every consumptive permitted to attend school should be required to minutely carry out necessary measures to prevent communicating his disease to others. Every effort should be made to have an early knowledge of consumptive teachers or scholars; and to that end medical inspection of schools is the best means. Consumptives should be dissuaded from attending school for their own sake. Much good might be accomplished, and these recommendations be much more easily enforced, if all teachers and older scholars were fully instructed in the prevention and cure of tuberculosis.

Deportment.—The rules under this heading usually require that pupils refrain from the use of tobacco, and from vile and profane language, and other immoral conduct of any kind, to be neat in their persons and punctual and regular in attendance, diligent in study and faithful in observance of every rule.

Detention.—The position of school authorities on this subject is well expressed in the following: No pupil shall be detained in school during recess as a punishment, but a teacher may detain a pupil for a reasonable time after the close of the session, either for the purpose of discipline, or to make up neglected lessons; and janitors shall not interfere with rooms so occupied.

Discipline.—School rules usually provide that teachers shall discipline all the children as nearly as possible as would a judicious parent. It is set forth in rules that this can be secured by kindness, firmness and self-control on the part of the teacher, combined with the constant and cheerful activity on the part of the pupil and the encouraging atmosphere of the schoolroom.

Excuses.—No pupil should be from school during the regular daily session to take music, dancing, drawing or other lessons, or to attend any public entertainment or matinee, or to leave school to attend to other duties, without the express permission of the principal. Such requests should be made by the parent of the child in person or by letter to the principal.

Pupils should be required in all cases of absence to bring, on their return to school, an excuse in writing from their parents or guardian, assigning good and sufficient reasons for such absence. The only valid excuses for absence are:

1. Sickness of the pupil.
2. Sickness or death of some member of the family, requiring the presence of the pupil at home or making it impossible to send the pupil to school promptly.
3. Inclement weather when sending the pupil would endanger his or her health.
4. Imperative necessity.

Expulsion.—The power to expel a pupil is usually entrusted to the superintendent or, where such an officer does not exist, to the principal, and in the rural districts to the school board.

The reinstatement of a pupil is in many localities left to the superintendent, but more often in the hands of the school board or a committee thereof.

The causes which may warrant expulsion consist of dishonesty, immorality, persistent disinclination to study, wilful destruction of school property and vicious obstruction to the progress of other pupils.

Home Study.—The question of the right of the school authorities to exact home study on the part of the pupils has frequently led to bitter controversy. As a result some boards forbid teachers to demand any home study. The general rule, however, is that the lower grades are exempted from home study, while in grades from the fifth upward, it is exacted.

The board of education of Greater New York has always adhered to the following rule: No home work of any kind, except spelling and supplementary reading, shall be assigned to the pupils of any primary class. No home work requiring more than half an hour in any day, except spelling and supplementary reading, shall be assigned to the pupils in the four lower grammar grades. No home work requiring more than an hour in any one day, except spelling and supplementary reading, shall be assigned to pupils in the four highest grammar grades. The solution of mathematical problems shall not be assigned for home study in any except the second and first grammar grades.

Non-Residents.—The following rules are an adaptation of those prevailing in several medium sized cities, determining when tuition fees shall be paid by non-resident pupils and when such pupils shall be exempted from their payment:

First—Under no circumstances shall a non-resident pupil be allowed to attend a city school without the payment of tuition fees if such a non-resident pupil resides in one of the towns adjoining the city within a mile of a town schoolhouse, and the branches of education

adapted to such non-resident pupil are there taught.

Second—If it appears to the satisfaction of the board that the parent or guardian of the non-resident pupil is too poor to pay tuition fees, or that the pupil is abandoned by his parents, and such a pupil is permanently living with a resident (although not formally adopted by such a resident), such pupil shall be exempted from payment of tuition fees. Affidavits of reputable citizens shall be required by the board to prove the poverty or lack of ability of the parent or guardian to pay tuition fees, otherwise such pupil, although permanently living in the city with such resident, shall be compelled to pay them.

Third—Non-resident pupils whose parents pay taxes in the city on property owned in the city shall be credited on their tuition fees with the amount of the state, county and city school taxes paid by such parent the year preceding the application for admission in the city schools of such pupils. The non-resident committee will require an affidavit of the parent, showing the amount of school tax such parent pays, and the original tax receipt from the city treasurer, or a certified copy thereof.

Promotions.—The following rules regarding grammar school pupils prevail in many localities: No child shall be kept over two years in any one grade, without a consultation with the superintendent.

Promotions of pupils of the first, second and third grades shall be made by the teachers.

A monthly record shall be kept of each pupil's scholarship, which shall be the basis upon which the judgment of the teacher and superintendent shall depend in deciding upon the fitness of the pupil for promotion.

Promotions from the fourth to the eighth grades, inclusive, shall be made by the principal of the school and the superintendent.

Whenever a pupil fails to perform the work of a grade faithfully, the teacher shall inform the parent or guardian, and unless there is sufficient improvement after a trial of three months to warrant the continuance in the grade, the pupil may have the approval of the principal and superintendent to be dropped to the grade below.

Grammar and high grade pupils have to make a general average of 70%, and to make not less than 50% on any one study, in order to be promoted or to graduate.

High school pupils, and in many localities grammar school pupils, who have an average of 90% and who have not been absent more than ten days in a half year are excused from examinations for promotions.

Reports.—Reports for pupils, grades four to twelve, inclusive, are made each month. They include (a) scholarship, (b) deportment, (c) attendance. Report must be signed by parent or guardian and returned.

Self-Government.—The object of the system is to train the students in self-control and to exercise a good influence over good fellow students.

The usual plan of government which is confined to high schools only is one "of the students, and for the students" and gives each pupil a share in the discipline of the school. The school faculty does not control the order of the school, but the two student bodies, the senate, the house of tribunes, have sole charge of the school in this matter. The senate, the higher body, consists of two members of the faculty and two members, a boy and girl, chosen by ballot from each of the four classes

(Concluded on Page 18.)

It seems clear that we have a new public education in schools which of a more general character than the elementary offices and functions extended, and children until infinite employment at times which and also engaged must plan tend school system well as the country.

Not more enter the New York schools. Only about end of the drop out in parents are not fit the public cause the school of the schools.

If the many studies they consume have. The one subject and ill teaching.

The work but it leads and managing thing that teachers is means work to intellectual training that they and balance it is to on teachers place that little accusers, or other. The which makes for adaptation. We are a

We are but profile ance of reckoning sooner than in other only because so great not so dearth of attention to be more comes France, German limited tion to things. In the ports of

Our Teachers, Our Schools and Our Industries

By Andrew S. Draper, Commissioner of Education, of New York State.

It seems clear enough that we are about to have a new class of schools in our system of public education. Provision must be made for schools which teach trades and also for schools of a more general character for those who leave the elementary grades to work in the stores and offices and factories. The school age must be extended, and the schools must keep hold of children until they are fitted to begin some definite employment. These schools must be open at times which will allow pupils to attend them and also engage in regular work, and employers must plan so that young employees may attend school at definite hours. The public school system must support the industrial as well as the professional activities of the country.

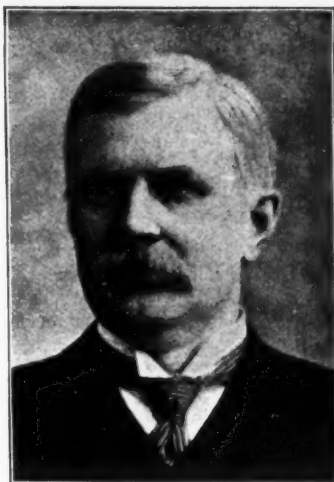
Not more than one-third of the children who enter the elementary schools in the cities of New York state remain to complete the course. Only about one-half of them remain till the end of the fifth grade. The greater number drop out in the middle of the course because parents are indifferent, because the schools do not fit the child for definite work, because of the public indifference to attendance laws, because the age at which the law lets them leave the school is reached before the simple work of the school is done, and because the work of the schools is not up to the ages of the pupils.

If the elementary schools do not have too many studies—about which I am skeptical—they consume too much time on what they do have. There are too many grades of books in one subject, and too much fanciful exploitation and illustration, too many methods in the teaching.

The work is not only too much attenuated, but it leads almost exclusively to professional and managing vocations, if it leads to anything that is definite. The business of the teachers is to fit for the grade above, and that means work that is mainly literary and leads to intellectual employments. Even the manual training schools are sustained on the ground that they are necessary to intellectual vigor and balance; if they lead to any definite thing it is to one of the engineering professions. The teachers tell the pupils that they may gain any place that they strive for, that they will be of little account unless they are doctors, or lawyers, or engineers, or captains of something or other. There is very little in the school system which makes for ambition and skill in work with the hands. There is much in it which makes for inefficiency and for misfits between adaptation to work and opportunity in life. We are alarmingly profligate of boys and girls.

We are not only profligate of boys and girls, but profligate of resources. The very abundance of our materials has delayed the day of reckoning. It has come in other countries sooner than here. Doubtless it has been met in other countries more quickly than here, not only because the individual expectancy is not so great, and the individual temperament is not so buoyant as here, but also because the dearth of material resources has compelled attention and the attitude of the government may be more easily determined and at once becomes more decisive than here. England, France, Switzerland, Scandinavia, particularly Germany, and even Japan, are making up for limited resources by exact and untiring attention to the training of boys and girls to make things and do things with their hands.

In the last twenty-five years the German exports of manufactured goods have increased



DR. ANDREW S. DRAPER

more rapidly than those of the United States, notwithstanding our marvelous growth in population and in territory occupied. Men and women who can do things, who love to do things with their hands, and not mere lands, and mines, and forests, are the main factors in a nation's material prosperity. Nor is that all, because the ability to do things is the price of the diversified happiness and the moral health of a people.

The old system of apprenticeship has disappeared from this country. The corporation is too intent upon dividends to be bothered with boys who are not content to become a mere part of the machine, and the labor organization is apprehensive about the effect of more workmen upon the scale of wages. We have come to the point where it is manifest enough that if millions of American boys and girls are to have their fair chance we must establish new public policies to give it to them; if anything like a desirable number are to become good workmen, the schools must train them for it; if we are to be just to the rich and poor alike, if we are to let public policies give equal support to all of the common interests, and if we are to have the conditions which are precedent to the moral and intellectual worth of men and women, we must establish in the educational system a just balance between the interest of those who are to work with their heads and those who are to work with their hands throughout the country.

Any plan to accomplish it must be radical and for the present tentative. My suggestions may be briefly stated as follows:

1. Reduce the time in the elementary schools, lower the compulsory attendance age, and aim to get the child to the end of the elementary course at fourteen.
2. Go on with the development of manual training and technical high schools.
3. Establish schools for teaching trade vocations, to begin at the end of the grammar school course, and continue three years.
4. Let the trade school be open both day time and evenings.
5. Make our evening schools much more general and much better, and adapt them to youth who are employed through the day and are not learning a trade. Call them "continuation schools." Let the work be of a general character, and go perhaps half way through the high school course.
6. Let attendance at the trade schools or the "continuation schools" be in the afternoon or evening, and from four hours up to as many hours a week as the pupil can give.

7. Let the work in the trade schools be adapted to the industries of the town. Establish a school in any trade for which there shall be a reasonable demand. Do everything to gain the help of the appropriate labor unions.

8. Teach the trade schools by artisans who can teach, rather than by teachers who work with their hands.

9. Avoid extravagance. Palaces are not needed. Let the place have the appearance and the atmosphere of a shop quite as much as of a school.

10. Avoid much bookishness. Some of it is desirable. But give pupils reading for their homes and discuss it at the school. Let it relate to their work and to the history and accomplishments of the trade.

11. Extend the school age to seventeen. Keep track of every child until that age is reached. Require employers to arrange their affairs so as to accommodate the intellectual and industrial demands of the schools upon young employees.

12. Do not assume that any school is to turn out finished workmen, but only that they are to train youth in the fundamentals of a trade so that they may be guided into something which they may do profitably and with experience may do it well.

13. As the child comes to the end of the elementary school, at an earlier age than now, expect him to choose whether he will go to the high school, to a trade school, or to work, and if he goes to work expect him to go either to a trade school or a continuation school for certain hours until he is at least seventeen.

14. Let the trade school be supported by the town, given substantial state aid, and managed by the school board as a part of the public school system.

15. Meet all demands on the part of girls as well as on the part of boys.

Of course all this is tentative. It is all to be thrashed out in discussion and worked out in experience. We are breaking out new thoroughfares. It must not be overlooked that we have exploited the fundamental principles of our democracy in our politics and in our religion much more completely than in our education or in our industries. The application of those principles to our training and our work is now to be pressed to conclusions. When we do that, and not before, we shall assure the free American chance to every one and we shall give a new interpretation and a new power to the essential factors of our common life.

Hon. J. M. Pound has assumed the office of state school commissioner of Georgia. He will serve out the unexpired term of W. B. Merritt, resigned.

A vacation high school, to be open six weeks during the summer months, has been proposed by Supt. W. C. Martindale of Detroit. Students who have been deficient in one or several studies are to be given an opportunity to review these branches and expedite their promotion or graduation.

The board of education of Washington, D. C., formally dismissed Supt. W. E. Chancellor last month after the trial on the charges preferred. Mr. A. T. Stuart, whom Mr. Chancellor succeeded, was temporarily elected by the board to fill the vacancy created, and will perform the duties until a permanent superintendent is chosen.

THE AMERICAN School Board Journal

Reg. U. S. Pat. Off.

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THE INDUSTRIAL MOVEMENT IN EDUCATION.

The second convention of the Society for the Promotion of Industrial Education, held at Chicago last month, ought to prove of exceptional interest to the school public of the United States.

The convention has primarily brought about a better all around understanding of the whole subject. The manufacturer has spoken, the union labor man has given his views, and the educator has been consulted. Trade schools were not only considered from all points of view, but they were subjected to a close examination as to their real function, scope and ultimate value.

One general conclusion was drawn from the discussions held; namely, that trade schools must not be conducted on the one hand in the interest of the manufacturer nor in the interest of the trade unions on the other. This led to the decision that they must be conducted under public rather than private auspices and the school board was believed to be the proper authority to manage them. They must be conducted solely for the interest of the child who wants to equip himself for a livelihood. This not only includes the boy who wants to learn a trade and prepare himself to become a wage earner, but also the girl who will be thrown upon her own resources for a living. This phase of the question was emphasized and soon became the accepted dictum of the convention.

The scope of the modern trade school was clearly defined. While frequently divergent opinions were advanced it became evident that common judgment was ready to fix the limitations as well as the real function of this innovation in American educational effort.

It must be a workshop with a school attachment rather than a school with shop attachment. It must not only give the boy a trade but teach the boy to become a whole man and a useful citizen. The shop work must be accompanied with such training as will give him at least a common school education while it is equipping him to become a skilled mechanic.

"My interest in this movement," wrote President Roosevelt in a letter with which the program was opened, "arises more than all else out of the desire to see the American boy have his best opportunity for development."

But, while the discussions circled about the future of the American boy and the functions of the trade school, the conditions which make the latter desirable were not overlooked. The shop apprentice system was discussed from all

sides. The manufacturer pointed out the necessity for more recruits to the ranks of skilled labor, the union labor man intimated the dangers which threatened the wage earner in an over-supply of skilled mechanics, the educator dwelled upon the pedagogical problems as well as the economic.

If the newer industrial conditions afford less opportunities to the shop apprentice and the trade school is to supply the mechanic of the future, then an equilibrium between supply and demand is likely to become a factor. If the advent of the trade school is the natural outcome of an economic condition and as such a fixed fact in our industrial life, then the laborite will welcome the public trade school rather than the trade school which is an annex to a manufacturing plant. And, finally, if trade schools become public institutions, they will necessarily have to combine a common school education with a training in the mechanic arts. In other words, industrial education will mean the training of the whole boy—head, hand and heart.

The problem here centers on the boy between the age of fourteen and sixteen who cannot or will not go to school any longer, and yet cannot gain admission to the workshop. A trade school would meet the boy's needs in that it would enable him to employ his time profitably and equip him with a trade, but also save him some time in reaching the stage of skilled workmanship.

Only two states now have laws enabling the establishment of trade schools under public auspices, namely, Wisconsin and Massachusetts. There is, however, a vital difference between these two laws, and their relative merits have been the subject of considerable discussion with the result that the Wisconsin law is believed to be the most practical and effective.

Under the Massachusetts law a state commission is created which has the power to make propaganda for trade schools, advise and suggest together with the power of approval. The commission has been in existence for two years, but no trade schools have as yet been established as the result of its efforts.

The Wisconsin law differs quite radically in that it authorizes any city in the state to establish a trade school under the authority of the school board. It further provides sufficient taxation to equip and maintain such schools. Under this law the Milwaukee School of Trades was transferred from private hands to the local school board. President Charles W. Eliot of Harvard, Supt. Draper of the New York state schools, and other educational authorities pronounce these laws the pioneers in the direction of practical trade school legislation.

"WITH POWER TO ACT."

It is frequently reported that some official business matter of a school board has been referred to a committee of the board "with power to act." No doubt there is always some reason for delegating matters to a committee with power to dispose of them. As a general practice, however, this is neither advisable or prudent for reasons which are readily apparent.

Under the laws of all states, school boards have only such powers as are delegated to

them. These cannot be exercised by the members individually but only in meeting assembled. Even in the meeting the power of the individual member lies solely in his "voice and vote."

It may be difficult for a school board member to understand that his powers are actually less than those of his superintendent or teachers. As an individual member, he has no right to order or perform any service for the schools. It is, therefore, doubtful whether important matters can be delegated to a committee with authority to take final action.

Generally the practice leads to evils which could otherwise be avoided. Pulling and hauling are resorted to for membership on committees which are entrusted with certain branches of the school board's work. The dishonest members of a board can effect but little if every act of a committee must be approved by all. On the other hand, where committees have power, it is often possible to manipulate the membership with serious consequences.

The best thinkers on school administration oppose the subcommittee system. No school board should set a precedent by giving its committee "power to act."

PARENT AND TEACHER.

"The relation of parent to teacher is a never-ending subject of discussion and one that is rarely ever settled to the satisfaction of either parent or teacher, writes the editor of the Council Bluffs Nonpareil.

"School teachers complain that parents, and especially mothers, expect too much from them. Many mothers habitually side with their children in controversies with the teacher and thereby encourage a spirit of defiance and opposition to the rules of the school room. This is not the rule, to be sure, but there are examples sufficient in number to add to the burdens of the teacher who finds it thus more difficult than ever to maintain discipline and order.

"Why do not parents take more interest in the schools?" is a question frequently heard at the close of the day when some especially bothersome pupil or pupils have injured the chances of themselves and others to profit from the time spent. Parents should take an interest in their children's progress in school, but they should not expect, or require, a teacher to create talents that a pupil does not possess, and without the sympathy and hearty co-operation of the parent, the teacher cannot be expected to develop the child's natural talents.

"If, in addition to the natural difficulties of the pupil, which the teacher is compelled to break through, she has also to contend with a parent who sympathizes with the pupil in everything, a discouraging and almost hopeless situation results.

"The successful teacher, the one fitted by temperament as well as by knowledge to instruct, is a great deal more likely to judge impartially of a child's conduct and talent than is a fond mother or father, whose natural impulse is to defend the child against all comers. And then, if home training and environment do not harmonize with the discipline of the school, much harm is done and progress under such conditions is slow and often impossible.



The M

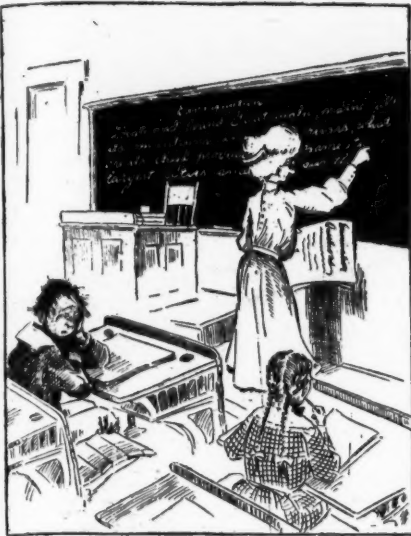
"If the teacher... the work of... ence is for... suffer. And... ditions are... schools offer... spirit of c... teacher. Th... opposition t... elicit sympa

SCHOOL

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The Mid-Year Examinations are held in this month.



Funds are requested for enlarging the Atlanta schools.



The next president of the Department of Superintendence.

"If the teacher is such a person as to undo the work of the home, where the only influence is for the best, the home and the child suffer. And equally true is the case if conditions are reversed. Parents should visit the schools oftener and there should be a greater spirit of co-operation between parent and teacher. The child will be quick to learn that opposition to authority on either side will not elicit sympathy or be tolerated."

SCHOOL BOARD COMPLAINTS.

That the school board member must be sympathetic is a trite statement, which everyone will accept. The man who coldly refuses to listen to the recital of a story of injustice cannot discharge his duties fully or satisfactorily. On the other hand, he who acts impulsively upon hearing a tale of woe is even more undesirable. The one who can listen sympathetically and then act with due justice to both sides of the case makes the best member.

The motives of a school board member must be honest in dealing with complaints. We have in mind a condition that sometimes, if not frequently, occurs. Several complaints were made by teachers of a city to a school board member who was strongly prejudiced against the superintendent. Immediately the board member made it known that he would welcome reports of unjust treatment which teachers had suffered from any source. He succeeded in creating an impression that serious injustice was being done to the teachers by some of their superiors, especially the superintendent. Such sympathy is pernicious. It seeks to wright a wrong, whether actual or imaginary, for the purpose of injuring another.

The school board member who has the judicial instinct and can withhold judgment

until all facts are at his command is the most desirable. He will keep himself clear of some of those unpleasant tangles which perennially occur in school circles.

STATE UNIFORMITY IN OHIO.

The proposal that a uniform text-book law be passed by the legislature of Ohio seems to be of doubtful wisdom. In no way will the schools of the state be improved. In fact, if the experience of other commonwealths is to be taken as a criterion, the schools will be injured to a great extent. The bill which has been introduced into the assembly has not received the approval of the professional school men of the state; on the contrary, it has aroused the antagonism of the best among them.

To the unprejudiced observer it does not appear that the movement is well grounded upon solid reason. The schools of Ohio are as good as any in the nation. Each of the local systems chooses books which are particularly adapted to its needs under a free competitive plan. The indigent are supplied without cost and free text-books may be granted to all. No general set of books could be found which would possibly fit more than a very small portion of the schools. The books which are used in the grade schools of Cleveland or Cincinnati could not be used in the rural districts with equal success.

The question of cost which supporters of the bill are advancing seems inopportune. It is only a year ago that every district in the state selected new books under contracts which are to hold five years. To overthrow these adoptions would entail an expense which could not be equalized in fifteen years by cheaper state books.

The present law safeguards the cost of books adequately and has shown by actual test that books as cheap as can be bought are ensured in every school district of the state.

The school boards of the state will not be amiss in opposing vigorously the movement for the state adoption of books. There is no reason why the present system should be discontinued; and every reason why another plan should not be tried.

CARTOON COMMENT.

The shortage of teachers in Chicago reached its highwater mark last month. On one Monday 173 classes were without teachers, and in forty of them, girl pupils presided at the desk. Ralph Wilder's humorous conception of the school board's attitude toward possible applicants is very apt.

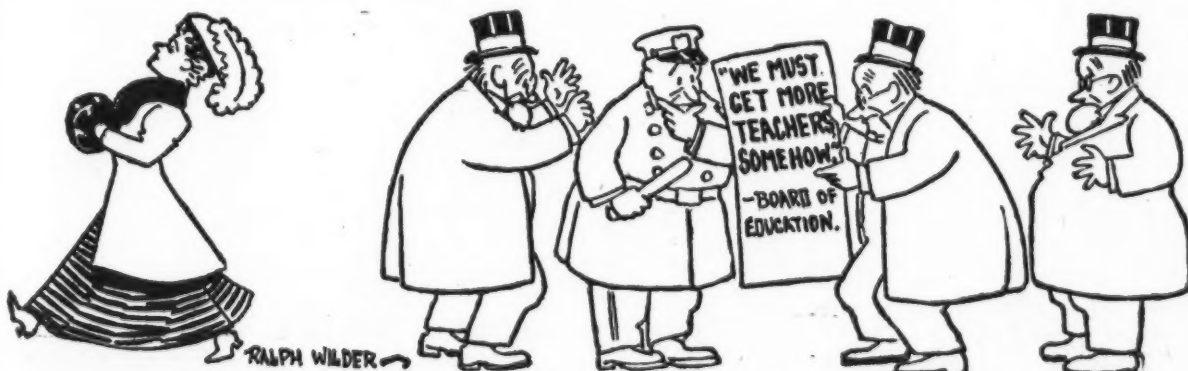
The withholding of needed funds for enlarging the public school facilities engaged public interest in Atlanta, Ga., last month.

The mid-term examinations are on, and the boy is experiencing the winter of his discontent.

Who will be the next president of the department of Superintendence? That is a question which is bothering the politically-inclined superintendents. May the choice fall on the best man.

Rochester is the only city in New York state which pays its school board a salary. Each member receives \$1,200 per annum.

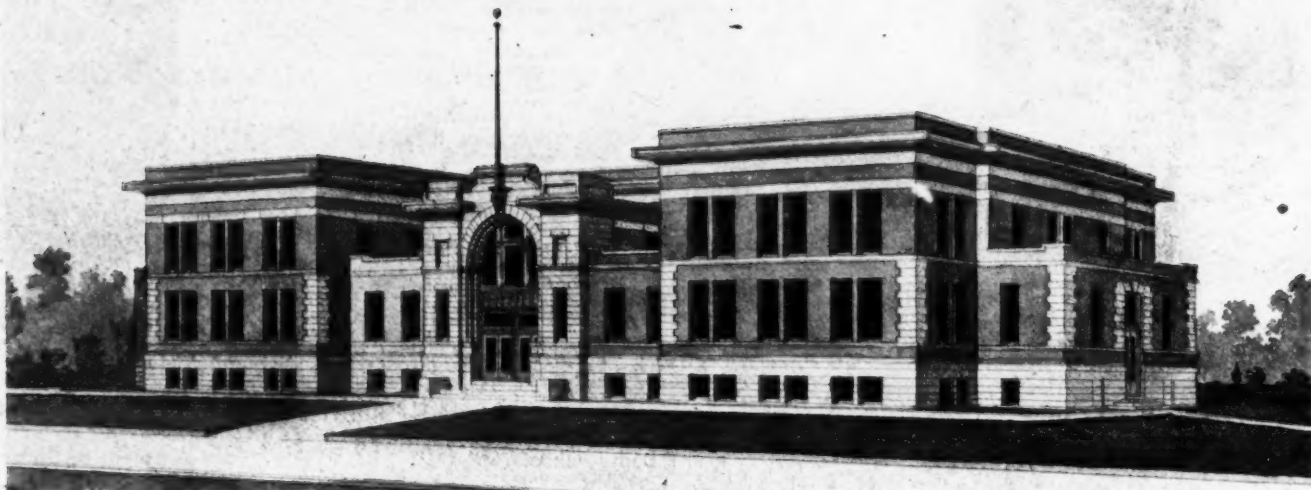
Syracuse, N. Y. The maximum pay of elementary school teachers has been raised to \$950.



A method of securing Teachers for Chicago, suggested by Cartoonist Wilder.

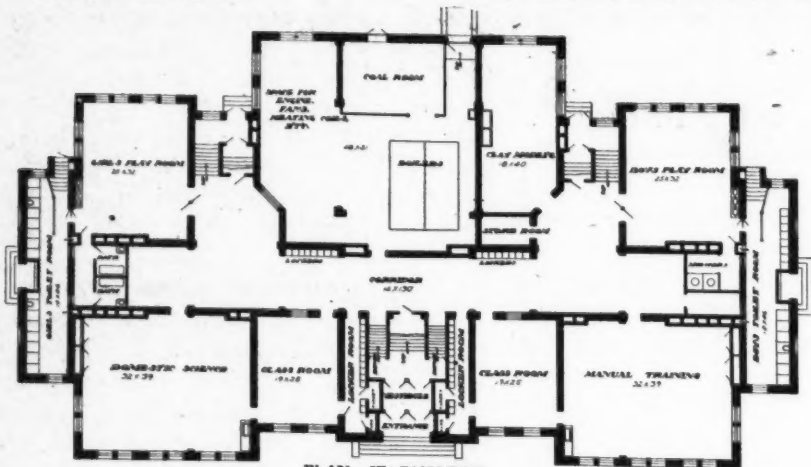


February 12, Lincoln's Birthday.

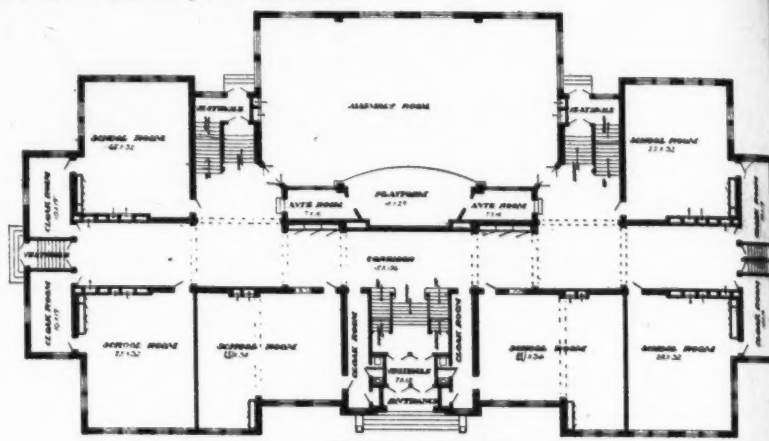


(Description on page 12)

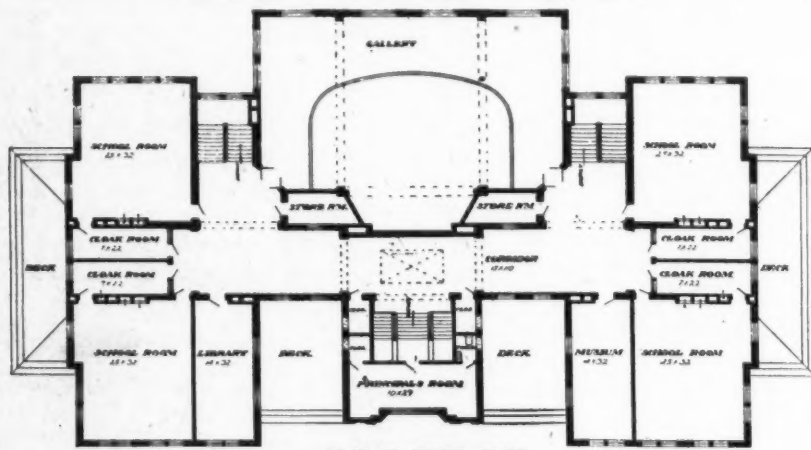
NEW SCHOOL BUILDING, HAMILTON, OHIO.
George Barkman, Hamilton, and G. W. Ashby, Chicago, Associate Architects.



PLAN OF BASEMENT
BASEMENT PLAN, SCHOOL, HAMILTON, OHIO.



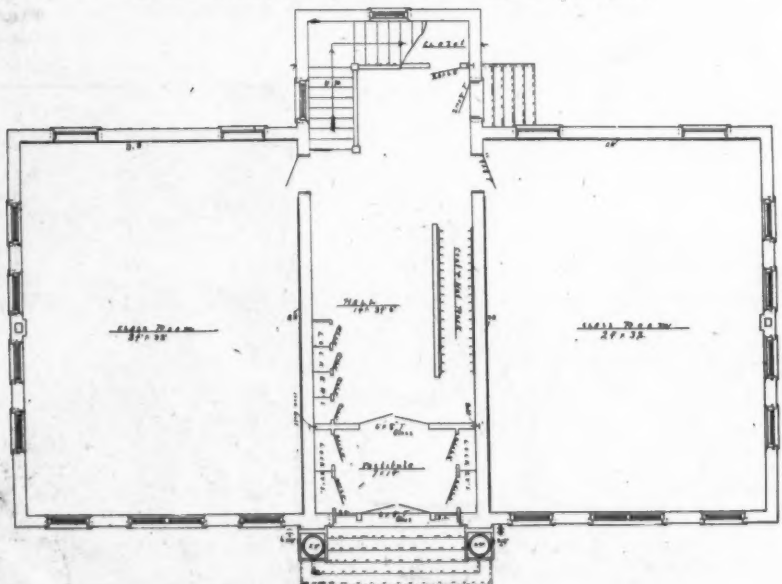
PLAN OF MAIN FLOOR
FIRST FLOOR PLAN, SCHOOL, HAMILTON, OHIO.



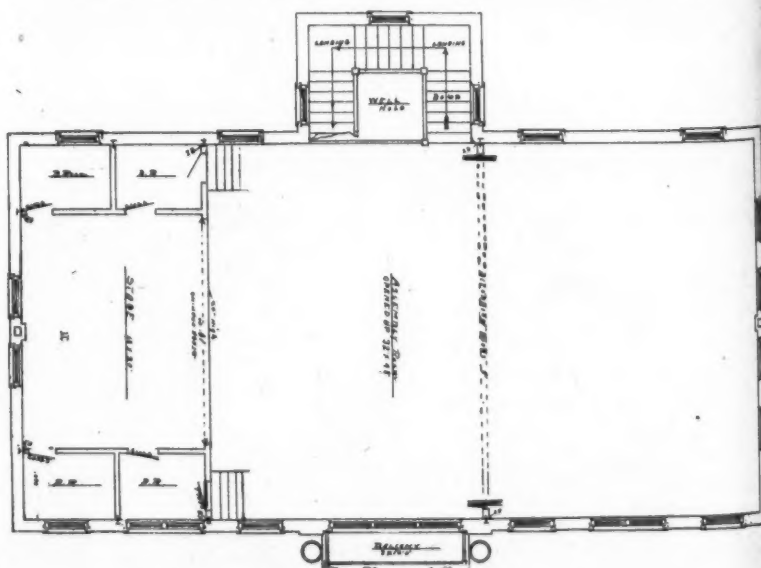
PLAN OF SECOND FLOOR
SECOND FLOOR PLAN, SCHOOL, HAMILTON, OHIO.



FRONT ELEVATION, NEW HIGH SCHOOL, GREENWOOD, ARK.

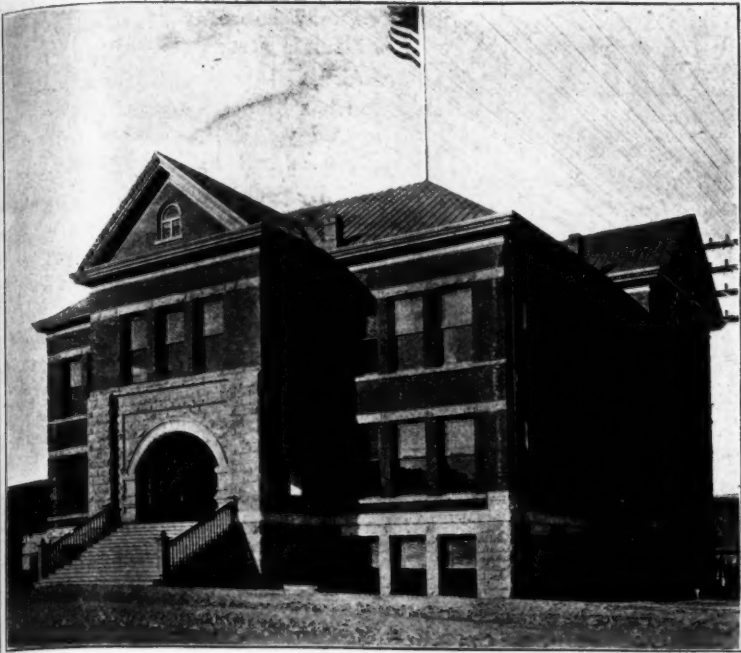


FIRST FLOOR PLAN.

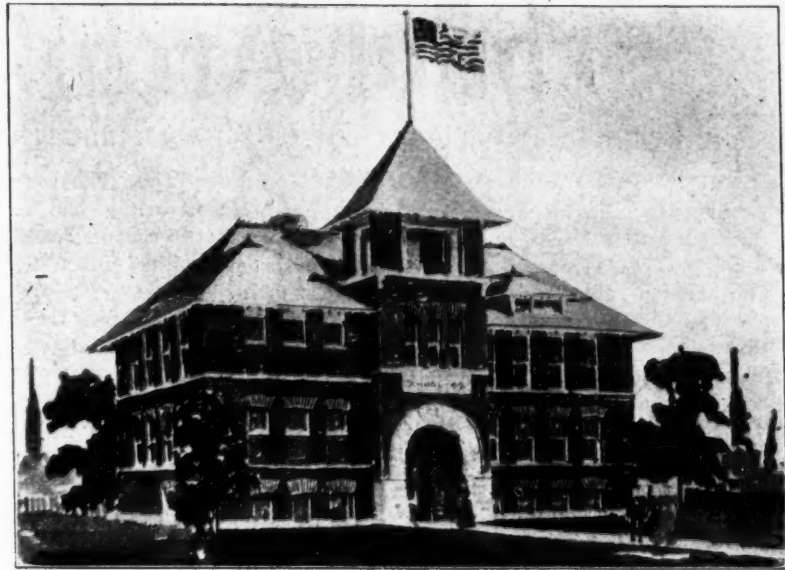


SECOND FLOOR PLAN.

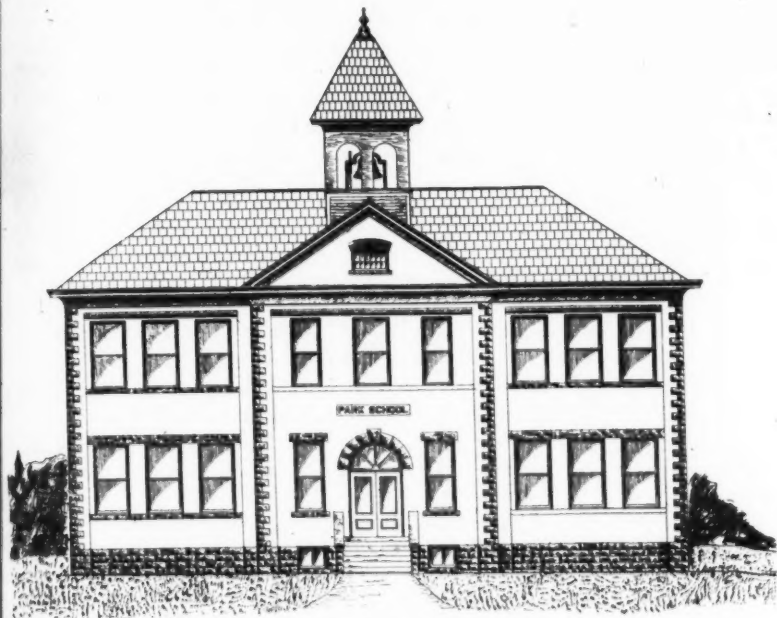
NEW HIGH SCHOOL BUILDING, GREENWOOD, ARK.
R. P. Morrison, Architect, Hot Springs, Ark.



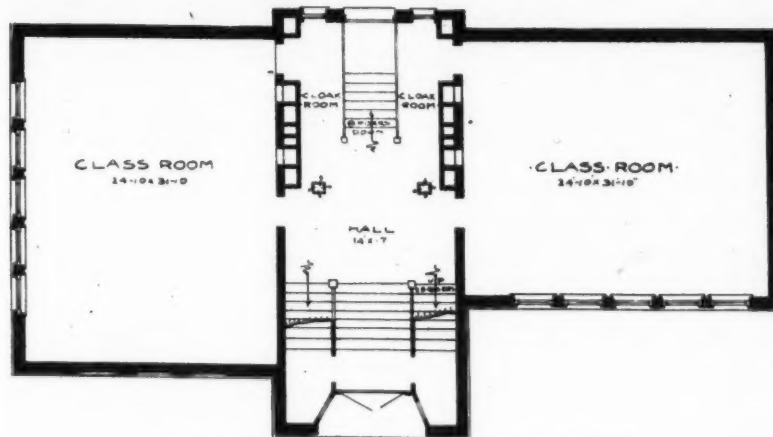
NEW HIGH SCHOOL, GOLDFIELD, NEV.
J. B. Randell, Architect.



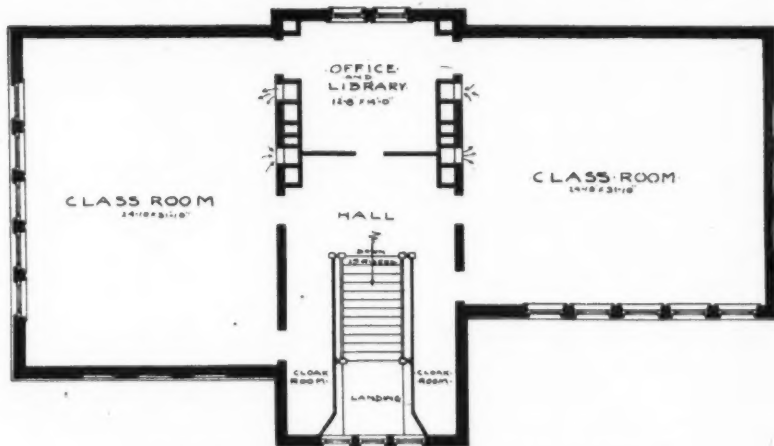
(See page 12)
NEW HIGH SCHOOL, ORONOGO, MO.
Garstang & Rea, Architects, Joplin, Mo.



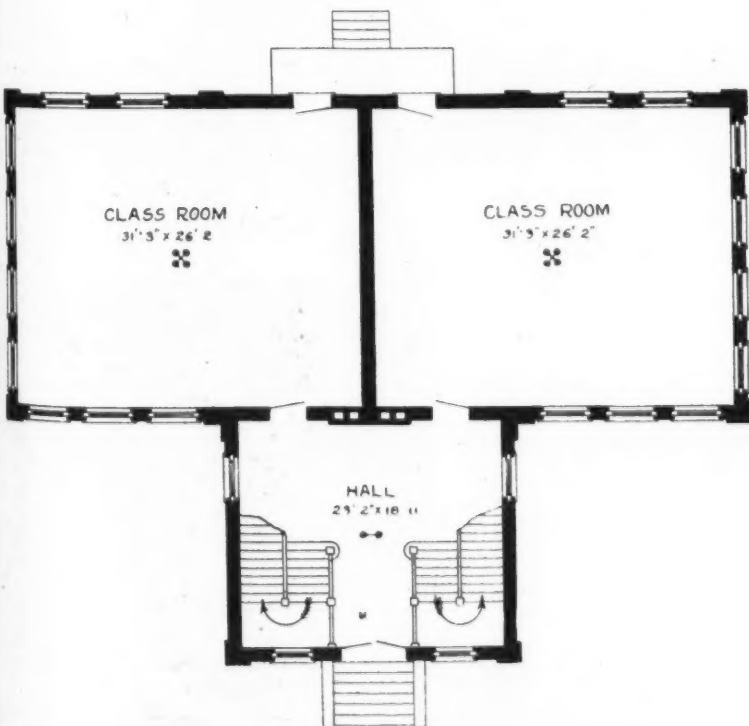
NEW SCHOOL, RED FORKS, OKLA.
J. Lee Matthews, Architect, Tulsa, Okla.



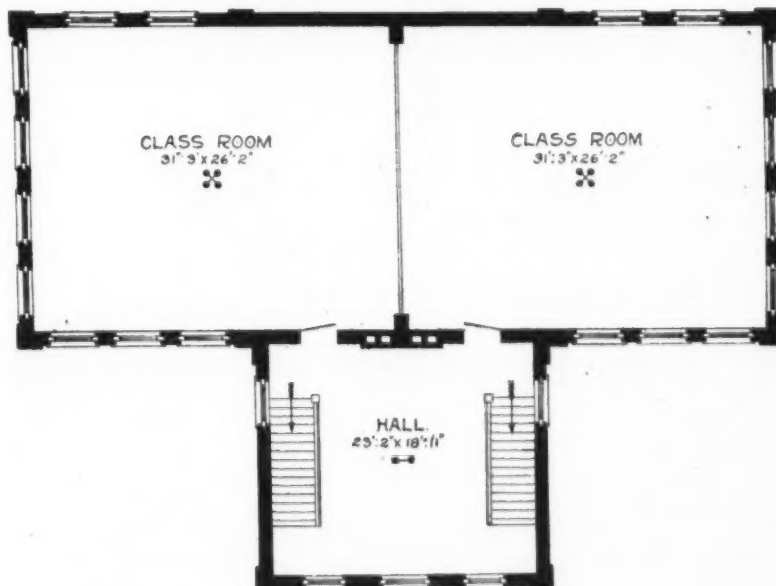
FIRST FLOOR PLAN, ORONOGO HIGH SCHOOL.



SECOND FLOOR PLAN, ORONOGO HIGH SCHOOL.



FIRST FLOOR PLAN.



SECOND FLOOR PLAN.

FLOOR PLANS, NEW HIGH SCHOOL, RED FORKS, OKLA.
J. Lee Matthews, Architect, Tulsa, I. T.

Among Boards of Education

THE OFFICE OF DIRECTOR.

State Superintendent F. G. Blair of Illinois has addressed a letter to the school directors of the state, which is full of sensible advice for every school board member. He writes:

"Is it an honor to be a school director? Yes, if the work is done in an honorable way. To be interested in the education of the children of the district, to have the responsibility of providing for them the open door to intellectual growth and increased usefulness, to command the confidence and respect of the parents and the pupils whose interests you serve, to feel that you have done even a little to promote the cause of a common school education amongst your people, is to occupy a position of great honor and of great responsibility. But the honor of the position depends entirely upon the honorable discharge of its responsibilities. The office will not honor the man unless he honors it.

"The position of a school director is worthy of the time and attention of the best man or woman in the district. It is no place for the man with an ax to grind. It certainly is not the place to gratify personal greed nor to further selfish ends. It is both a public service and a public trust and one must render the service if he would enjoy the trust.

"Are the ways of the school director 'ways of pleasantness and his paths, paths of peace?' Very rarely, I am sorry to say. Too often his way is rough and rocky, beset with thorns and thistles—the roughness of ignorance and prejudice, the rocks of selfish opposition, the thorns of malignant criticism and the thistles of unavoidable failures. But the director who possesses the right notion of his duties and responsibilities and who is possessed by a desire to discharge them faithfully, will find many compensations for the hardships of the way. The district may be slow to recognize the service rendered, even parents and pupils may seem indifferent and ungrateful or fail to express openly the gratitude they really feel, but your reward for an honest effort in behalf of a better school in your district will be both sure and sufficient. It will come to you, sometimes in the smile or the kindly greeting of a boy or girl on the way to school; sometimes in the grateful expressions of appreciative patrons; sometimes in the heartfelt thanks of the teacher whose authority you have strengthened and

whose work your thoughtfulness has made more easy, but your large reward will ever be the simple consciousness that you have had a decent regard for the rights of the children in your district and that your actions as directors have been determined solely by the desire to see that these children get a square deal.

"If when the board has met to select a site or to elect a teacher, you have kept constantly in mind the needs of the boys and girls who must attend the school, live in the building, and sit at the feet of the teacher, and if you have talked and voted that way, then no amount of adverse criticism can drive away the satisfying feeling of having done your plain duty. The trustee who robs minor heirs of their legal portion cannot feel much more guilty than the director who consciously robs the school children of their guaranteed rights.

"Of course, you will not overlook the rights of the taxpayer. You will not forget his broad acres, his herds of cattle and horses, his stocks and bonds, and bank accounts. Property has its rights and you should protect them. But the common school system rests upon the assumption that the safety and welfare of the state demands an educated citizenship, and upon the fundamental rights of the children to such an education. You are selected to represent the taxpayer, the state and the children. You will find it well nigh impossible to do your duty so as to satisfy all these interests, but I feel sure that you will make the fewest mistakes and do the most good, if you will make the children and their interests the paramount consideration in all your deliberations and actions as school directors."—F. G. Blair, Supt.

AMONG BOARDS OF EDUCATION.

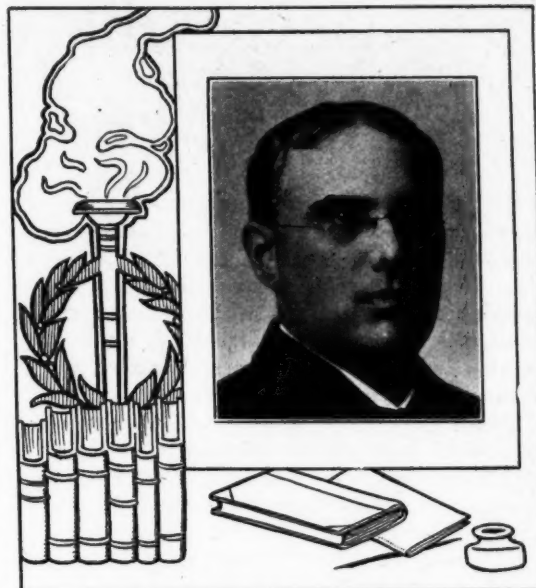
The school board of Fort Wayne, Ind., has rid its high school of secret societies. Question blanks were recently distributed in the school, asking each student to state whether or not he belonged to a fraternity. Only one acknowledged connection, but reported later that the society had disbanded.

Youngstown, O. The office of "director of schools" has been created by the school board. The powers and duties of the new official will be similar to those of the "director" in Cleveland. He will be virtually business manager of the schools and will draw a salary of \$1,000 per year. The secretary of the board, W. N. Ashbaugh, was elected to the position.

New York City. It is confidently expected that the special committee appointed to inquire into the advisability of restoring corporal punishment in the schools will report for a return of the rod.

Not only have the teachers of New York been asked regarding their opinions on corporal punishment, but the committee has asked and received opinions from hundreds of teachers in almost every city in America. These teachers are overwhelmingly in favor of restricted corporal punishment.

In twenty-six of the thirty-nine largest cities of the country, the committee learns, corporal punishment is allowed, and the investigations of Dr. Elmer E. Brown, United States commissioner of education, lead that official to express the opinion that corporal punishment, judiciously administered, is productive of the best results in most of the large cities.



MR. FRANCIS H. HASEROT,
President-elect, Board of Education,
Cleveland, O.

Indianapolis, Ind. Charles W. Moores has succeeded A. M. Sweeney as head of the Indianapolis school board. Mr. Sweeney, who is head of the State Life Insurance Company, acted as president of the school board for more than five years. Mr. Moores is an attorney and has been a member of the board several times.

Los Angeles, Cal. The school board has adopted resolutions condemning fraternities and denying student members all privileges and honors of the high school except attendance at classes.

New Britain, Conn. A committee has been appointed by the president of the school board to consider the establishment of a trade school.

Small Board Organized.

The Newark, N. J., public schools are now governed by the small board of education which was elected last fall to replace the large board of twenty-four members. The new board consists of nine members and was organized January 9, with Frederick F. Guild as president. Superintendent A. B. Poland was duly re-elected. Three committees, school management, finance, and building, are provided for under the rules adopted. The officers' duties are closely outlined by the law creating the board, but the secretary and superintendent have been empowered to employ and discharge clerks in their offices. The number and salary of such clerks is, however, reserved by the board.

The new rules governing the board of examiners provide as follows: "The board of examiners shall be appointed by a majority vote of all the members of the board of education. They shall receive such compensation as the said board of education shall determine. They may be removed by a majority of all the members of the said board of education.

"The board of examiners shall consist of the city superintendent of schools, and eight other members, six of whom shall be actively connected with the teaching or supervising force of the city, and two others, all duly qualified under the law.

"It shall be the duty of the said board of examiners to examine and recommend as eligible for appointment or promotion all applicants for positions as teachers, and to examine and recommend for adoption text books and school apparatus, under such rules and regulations as the board of education shall prescribe."



MR. JOHN L. TRAUGER,
President-elect, Board of Education,
Columbus, O.



TEXT-BOOKS. Their Purposes.—An eminent educator sums up the purpose of text-books as follows:

"(1) to aid the teacher, by affording to the pupils independent sources of information and instruments of study; (2) to aid the pupil in acquiring habits of self-reliance in study; and (3) to enable the pupil to learn how to use books as a means of self-culture. A good text-book should be clear in language and style; should be divided into topics well arranged, and should be adapted to the pupil.

"In a schoolroom text-books are used (1) to give information; (2) to secure systematic work; (3) to employ the time and energies of the pupils; (4) to aid the teacher.

"The poorest book is better than none at all, since it furnishes something like a definite guide for both pupil and teacher. It outlines, at least, a definite course of procedure. Text-books are the teacher's tools in trade. Like other tools, they are undergoing constant improvement. Compare the readers, arithmetics, geographies, etc., of today with those of fifty, yes, even ten years ago and note the improvements."

Adoption.—Text-books are generally adopted by school boards with, and rarely without, the advice or approval of the professional factors. The judgment of the best minds is, that, while not every book which the superintendent or principal recommends need necessarily be adopted, but no text-book should be adopted which cannot be recommended by them.

Text-books are usually adopted for a period not to exceed five years. In some states the adoptions are left to the several school districts, while in others a State Text-Book Commission selects a list of books to be used by all districts. In the latter case, however, the large cities operating under charter are exempt from the operation of the law. Again, county uniformity prevails in some states.

Free Text-Books.—An authority recounts the chief arguments against free text-books:

1. That free text-books cause an injustice to those not patronizing the public schools by making them pay for what they do not use.
2. That they are unnecessary except for indigent pupils.
3. That it increases the cost of schools.
4. That it makes more work for the teacher.
5. That some people desire to preserve the books used in their school days.
6. That it will increase the danger of spreading contagious diseases.
7. That it smacks of paternalism.

Arguments for Free Text-Books.—

1. There are twenty-four states using free text-books in some form, and no place using them has ever returned to the old plan.
2. The cost is greatly reduced, since the books can be bought cheaper.
3. All pupils are supplied with the books and necessary material the first morning of school, effecting a saving in time.
4. The attendance is greatly increased.
5. By the experience of schools using free text-books, the books are shown to last longer and to be kept in better condition, and they are worn out at school and do not rust out at home on the shelf.
6. No pupil is hindered from buying his own books if he wishes to own them.
7. Fresh and modern books may be secured.

Under private ownership the time for change is never opportune.

8. Better gradation and classification, since all pupils would have the same text.

9. It prolongs the school life of many pupils, for the increased price of high school books often hinder their attendance.

10. It banishes the obnoxious distinctions between those that can and those that cannot afford to buy their own books, which often arises under the law providing free text-books for indigent children.

11. Pupils transferred from one grade to another during the year would not be obliged to buy new books.

12. Contagious diseases are less apt to be carried into school, for the free texts would be disinfected and kept clean.

Supplementary Reading.—As implied by its name a supplementary book is intended to supplement the work of the regular text-book. Its value is generally recognized in that it livens a dry subject, amplifies the information and enhances the interest of the pupils.

TEXT BOOK NEWS.

Miss Nina C. Vandewalker, of the Milwaukee Normal School, is the author of a book on "The Place of the Kindergarten in American Education." The volume will be a resume of the kindergarten movement in the United States and is to be issued by the Macmillans.

The Letters of the Wordsworth Family from 1787 to 1855, collected and edited by William Knight, form an interesting group of three volumes just published by Ginn & Company. Delightful glimpses of the home life of the famous bard and of the coterie of author friends which he gathered about him are given in these quaintly written and somewhat formal letters, most of them from the pen of William Wordsworth himself and of his charming sister Dorothy.

The Texas Text-book Board received bids on February 1st for a complete list of books to be used in the public schools of the state. The board consists of Governor Campbell, State Supt. R. B. Cousins, Austin; Supt. E. F. Comegys, Gainesville; H. C. Pritchett, Huntsville; O. F. Chastain, Stamford; R. F. Davis, Nacogdoches; Miss Mary Castle, Austin. The books adopted will be introduced next September.

King's Rational Living, published by the Macmillan Company, was adopted for the use of the Illinois Teachers' Reading Circle.

Silver, Burdett & Company's Harmonica series of song books have been adopted by the East St. Louis school board.

Miss Katherine L. Craig has issued a beautiful "Washington and Lincoln" booklet for the use of Colorado teachers. Typographically it excels everything similar which has been issued.

Allyn & Bacon have removed their New York City headquarters to 34 West Thirty-third street, where they will occupy enlarged offices.

El Paso, Tex. The school board has refused to reintroduce the "Merchant of Venice" as an English text for the high schools. The play became a subject of religious and racial controversy about a year ago and the board dropped it from the high school list.

Removal Announced.

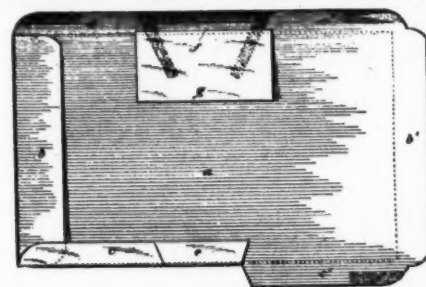
Silver, Burdett & Co. have announced the removal of their New York offices and salesrooms from 85 Fifth avenue to the new building, No. 231-241 West Thirty-ninth street. The new location is between Seventh and Eighth avenues, in a new building where the firm will have larger space and better facilities for handling their rapidly growing business.

(Text Book News Page 21.)



RECENT PATENTS.

Book Cover. Ira S. Wolcott, Tremont, Pa.



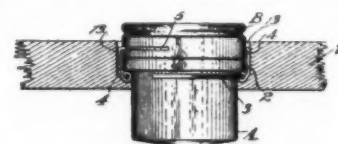
A book cover adapted to books of various sizes and comprising a substantially rectangular body portion and infolding top, bottom and end portions, one end of the bottom portion and one end portion being folded and pasted together ready to receive the lid of the book, the remaining top and bottom sections being gummed on their inner surfaces, the cover having converging lines cut through a portion of the top and bottom as shown, forming two tongues, the upper one of which is gummed for pasting to the inside of the cover, the lower tongue being turned inward and fastened to the inside of the cover, in combination with a substantially rectangular piece of paper or other suitable material pasted over part of the inside of the upper tongue and some distance beyond its lower extremity and the converging sides.

Blackboard Eraser. Martin W. Perkins, Battle Creek, Mich.



A wholly flexible blackboard eraser, comprising a spirally wound flexible strip constituting a body having a flat top and bottom, the extreme outer end of the strip being secured to the outer edge of the body, and the coils of the spiral being otherwise disconnected, a back formed of freely flexible material covering the entire top of the body and closing the joints between the turns of the spiral to prevent dust working through the eraser, said back being secured to the individual coils, and said coils being freely separable from one another and capable of spreading to collect chalk dust, the back having spaced incisions, and a flexible strap handle passing through the incisions and secured between the body and the back.

Inkwell. Daniel A. Valentine, Oakland, Cal.



An inkwell having a concave bottom, a circumferential flange below the top, a cover, the lower edge of which rests upon the flange, said cover having a hole made vertically through the top, said cover having its opposite sides provided with grooves, plates hinged below the flange of the well, having their upper ends adapted to engage the grooves of the cover whereby the cover may be turned in either direction, a lug projecting from the inner and top portion of the well, with which the hole in the cover may be turned to register as a closure, and from which it may be re-turned to allow access to the interior of the well.

(Continued on Page 24)

The Iliad for

Told from Rev. Alfred C. from Homer. color. 302 p. millan Co., N.

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The Iliad for Boys and Girls.

Told from Homer in simple language. By Rev. Alfred Church, M. A., author of "Stories from Homer." With twelve illustrations in color. 302 pages. Price, \$1.50. The Macmillan Co., New York.

This translation has made a place for itself, has become a classic. Its simple language does not belittle the noble thought and strong action of this great epic. It has given and will give to many boys and girls familiarity with the ideas and ideals of the early Greeks. As they read of the haps and mishaps of Greeks and Trojans while Achilles sits sulking in his tent, they will learn what metals and what weapons were then in use, what stress was laid upon bravery, how much depended upon the result of personal combat, how the gods were keen partisans, taking an active part in the long fray. As the heroes talk, act, fight, mourn, worship, die, the aged Priam, the fiery Hector, the wifely Andromache, the noble Hektor, the swift Achilles, the crafty Ulysses, will become real personages to the readers. The atmosphere of the time will become a part of their mental possessions. In the future general statements bearing on or regarding the manners, morals, religion of this far-off time will be full of meaning, will be vitalized. These are but by-products to the cultivation of a love for noble poetry.

The illustrations are the inimitable line drawings of Flaxman.

Father and Baby Plays.

By Emilie Poulsson. Illustrated by Florence E. Storer. 98 pages. Price, \$1.25. The Century Company, New York.

This book has been written with the idea that, as compared with the mother, the father has much less opportunity of winning love from his children, both consciously and unconsciously. The book is designed to help the mother to keep the father's image and the father's love present to the child through the long day of absence, lest father and baby should, through mere lack of opportunity, miss their rightful pleasure and the early strengthening of mutual love. So the book is full of rhymes with which the mother may beguile baby while washing and dressing him and help to turn his thoughts toward the joyful meeting with his father. There is shadow play, and finger play, and climbing play, fifteen delightful and original songs, and much other practical entertainment in the little book.

Miss Poulsson is well and widely known as the editor of the Kindergarten Review. The book is charmingly illustrated.

A Practical Guide for Authors.

By William Stowe Booth. Cloth, 180 pages. Price, 60 cents. Houghton, Mifflin & Co., Boston and New York.

One brief December day an editor took his seat at his desk. It was a heavy week of a heavy month. He knew what might be expected. There would be manuscripts with tightly rolled, unnumbered pages; manuscripts written on both sides of thin, foreign paper; manuscripts with individual spelling, without margins, without punctuation, save erratic dashes and occasional periods. There might be excellent thought, but it would be weakened by poorly arranged sentences, by tiresome repetition, by a general lack of order.

Well, it was all in the day's work. He must begin. Hours of industrious reading did not

believe his expectations. The characteristic faults appeared, as familiar and as welcome as bores. Many manuscripts were rejected, a few accepted, some were laid aside for reconsideration. Reaching for another manuscript, his hand fell upon an oblong, flat package. Rather curiously he cut the cord, opened the wrappings, lifted the thin, clean pasteboard and found, not a calendar, not an illustrated book, but a manuscript. This was out of the common. A glance showed plain handwriting, numbered pages, a wide margin on the left edge. Reading showed a timely subject clearly handled. Still, there was nothing so very wonderful about the thought; that had been more than equaled that very day; but the spelling, the capitalization, the punctuation were nearly perfect. The editor had not met its like in many a day. That article was accepted. Others from the same source were also accepted. A comment on the good points of every manuscript brought out the statement that the contributor had carefully studied "A Practical Guide for Authors." The editor then and there registered a resolve that he would hereafter urge each promising contributor to buy a copy of this little book, and then "to read, mark and inwardly digest" its contents.

Vegetable Physiology.

By J. Reynolds Green, fellow of Downing College, Cambridge. Cloth, 499 pages, illustrated. Price, \$3.00 net. P. Blakiston's Son & Co., Philadelphia.

The author claims that an adequate and intelligent appreciation of the forms and structure of vegetable organisms can only be gained by a consideration of the work they have to carry out. He holds "that the classification of living beings into animals and plants has been too strongly insisted upon in the past, and that while much has been made of their differences, their points of resemblance have been minimized. The fact that organisms exist, which is difficult or impossible to refer with certainty to either kingdom, points to a fundamental unity of living substance. Protoplasm, in short, is the same material, whether we call it animal or vegetable."

He has tried to bring out this identity of living substances throughout the book, and to indicate that apparent differences of behavior and structural arrangement are to be traced rather to differences of environment and habit of life than to those of constitution.

When America Was New.

By Tudor Jenks. With illustrations from drawings and fine prints. 320 pages, 12mo, cloth, \$1.25. Thos. Y. Crowell Co., New York.

This book aims to go outside the beaten path of history into the highways and byways of daily life. This aim is a laudable one. The author follows at a modest distance the path blazed by John Bach McMaster, Edward Eggleston and Alice Morse Earle. Chapters VII, VIII, IX, X are distinctly the best in the book, as here the subject matters seem more thoroughly assimilated and more alive than elsewhere. The author has evidently been over-weighted by the wealth of material. The art of selection is often a difficult as well as a fine art.

The Bible as Good Reading.

By Senator Albert J. Beveridge. 94 pages. Cloth, 50 cents; ooze calf, \$1.00. Henry Altemus Co., Philadelphia, Pa.

Incidents in the life of a camping party from the introduction of a plea for reading the Bible as a purely "human document," as "good reading." The author wishes he had space to prove the value and beauty of this book in expressing adventure, art, politics, statesmanship, poetry and oratory. But he uses some space to show that "the best short stories to be found in the literature of the world" are in the Bible.

Even the French are not excepted, though they be past-masters in this art. For conciseness, pathos, human interest, action, there's always something doing—Bible stories are unequalled. Intellectual refreshment will come from a casual reading in Proverbs and Ecclesiastes. Emphasis is laid upon the wise and far-reaching character of the Mosaic law. The Senator writes that he has advised "every law student who has ever consulted him to study the laws of Moses before beginning his Blackstone, and to keep on studying the laws of Moses after he has completed his law course. And then to keep on studying the laws of Moses all during his practice."

The guides in this camping party made keen, serious comments on these daily readings. The spirit that inspired David when he went up against Goliath, the way Moses laid down the law in "good, strict man-fashion" was heartily approved. They felt the fine womanliness of Ruth and Rebekah. The Song of Solomon, the war song of Moses, the practical teachings of the twelfth chapter of Romans and of that epitome of Christianity—the Sermon on the Mount—presented no difficulties to their understandings.

These pages are full of pertinent reasons why the Bible should be read as a book of "human interest" as well as a guide to right living.

Gray Lady and the Birds.

By Mabel Osgood Wright, president Connecticut Audubon society. Price, \$1.75 net. The Macmillan Co., New York.

"Gray Lady" is a young woman who comes to the rescue of a lone Connecticut country teacher by interesting her children in wonderful stories of birds. What she tells the children forms the subject matter of this beautiful book for children. While nothing essentially new is told, much scattered information has been condensed in a simple, interesting form. Great emphasis is placed upon the facts which children are curious about, with but occasional hints on scientific matters.

The illustrations consist of twelve colored plates and thirty-six full-page half-tones.

A Short History of Rome.

By Frank Frost Abbott, professor in the University of Chicago; author of "Roman Political Institutions." 304 pages. Handbook for the study of Roman History. 48 pages. Price 25 cents. Scott, Foresman & Co., Chicago.

The primary purpose of this excellent volume is to give the important facts to Roman history, and bring out clearly their connection with one another. The author has aimed to put the material in a form simple and compact enough to enable teachers who use the book to cover the entire period to the reign of Charlemagne in the time commonly given to this branch of history.

A handbook for the study of Roman History accompanies the text. Divided under historical topics, it furnishes questions for examination and map studies. A large bibliography is given in the handbook.

Mother Goose's Picture Puzzles.

77 pages. Price, 50 cents. Henry Altemus Company, Philadelphia.

"Mother Goose's Puzzle Pictures" is the first of a proposed series to be published by this firm. While interesting for young children, there is a certain value in such puzzles for training the observation of the young child. The pictures are interesting as a certain kind of illustration and the puzzles are not made so difficult as to be uninteresting. It is doubtful whether the book is enhanced in value by the key to the puzzles at the end. Children are too apt to turn to the key when the picture becomes a real puzzle, and thus any training in observation there might be for them is lost.



F. B. Pelton, who represented Newson & Company in New York, is now manager of the Pyro Sign Company, located at No. 1 Madison avenue, New York City.

Mr. Oliver Stigall is entering upon his ninth year as representative for Silver, Burdett & Company in Missouri and Kansas. Mr. Stigall has recently purchased a home at 3619 Olive street, Kansas City, Mo.

Mr. D. B. Albert looks after northwestern Pennsylvania and the entire state of Ohio for Chas. E. Merrill & Company. He resides at Erie, Pa.

Mr. W. S. Gooch has resided at the University of Virginia since December. He has been the Virginia agent of the Macmillan Company.

Mr. J. A. Price says that there is nothing new or interesting about the Indiana field.

Mr. F. E. Pierpont has the Illinois territory of the School Book department of Charles Scribner's Sons. Mr. Pierpont was formerly Ohio state agent for D. C. Heath & Company.

Mr. Elmer E. Bush, western manager of the Prang Educational Company, is slowly recovering from a serious illness. It is hoped that he will be in the field in a short time.

Mr. W. P. Teal continues as the Iowa, Nebraska and Missouri agent of the Prang Educational Company.

Mr. O. M. Searles, who was western manager of Newson & Company, is now connected with the Albert Teachers' Agency of Chicago. Mr. Searles resigned about Nov. 1st of the last year.

The gospel of good text books is being spread successfully in the state of Minnesota by Mr. H. W. Arbury. Mr. Arbury continues to represent Silver, Burdett & Company.

Mr. O. G. Thomas says that he is still drawing pay from Allyn & Bacon. He looks after the whole of Ohio and has reported a splendid lot of new business during the past fall as well as holding practically all of his own business.

Mr. H. P. R. Neville works among the colleges and high schools of eastern Illinois, pushing the texts of Ginn & Company.

Mr. E. K. Robinson has left the employ of Ginn & Company to accept a position with another Boston school publishing house.

Mr. C. J. Oliphant, who represented Longmans, Green & Company in northern and eastern New York state, has been promoted. He is now publicity manager of Longmans, Green & Company, and has entire charge of the advertising of the firm.

Mr. E. O. Garrett looks after the American Book Company's business in sixty counties of northern Nebraska. He has charge of two-thirds of the state. Mr. J. F. Winters of Lincoln looks after the southern part of the state.

Mr. Geo. C. Field is the metropolitan agent for Hinds, Noble & Eldridge. He is, however, in his own language, "somewhat of a pirate and perhaps resembles the Irishman of the Donnebrook Farm—he hits a head wherever he sees it."

Mr. A. L. McLauchlin terms his territory "Happy Nebraska" because there is always clear sky and green grass in February. Mr. McLauchlin is the state agent for D. C. Heath & Company.

Mr. O. J. Laylander and his force will soon be installed in the new building which Ginn &

Company have erected on Wabash avenue. The structure is especially suited to the needs of the publishing firm and is complete in all its appointments.

The B. F. Johnson Publishing Company is represented in Alabama by Mr. James K. Powers of Florence. Mr. Powers was for twenty years instructor in mathematics at the Alabama Normal School. He is a joint author of the Johnson series of arithmetics.

Mr. Roland Hebdon continues as New York manager of the school publications of Houghton, Mifflin & Company. His territory extends over New Jersey, Pennsylvania, Delaware, Maryland and the District of Columbia.

Mr. H. H. Bailey, who has been connected with Houghton, Mifflin & Company, is now the New Jersey representative of the firm.

Mr. Clarence Bodenstein, formerly a vice-principal in the New York state schools, has entered the book field. He succeeds Mr. Ralph Carey as the Metropolitan representative of Houghton, Mifflin & Company.

Mr. W. O. Baker and T. F. Lyman joined the firm of Chas. Scribner's Sons last year. They both report to the Chicago office.

Mr. F. W. Chatfield has had charge of the B. F. Johnson forces in the Texas campaign.

Mr. J. A. Harley, who represented D. Appleton & Company in Wisconsin, Minnesota and the Dakotas, will hereafter confine himself solely to the Badger state and to the upper peninsula of Michigan. The western portion of his former territory will be looked after by Mr. Wm. I. Crane, who is now located at Minneapolis.

Mr. F. W. Bowen, who was the New Jersey agent of the Christopher Sower Company, is now representing D. C. Heath & Company in the same state.

Mr. S. E. Caldwell, Jersey agent for Rand, McNally & Company, resides at 60 Wakeman avenue, Newark.

The Milton Bradley Company is represented on the Pacific coast by Mr. H. O. Palen, Mr. L. Van Nostrand and Mr. A. W. Henderson.

Mr. J. D. Matlock continues to represent the American Book Company in the state of Alabama. He resides in Birmingham.

Mr. Aldus H. Brenneman, Rawlinsville, Pa., is a special representative of the school department of Rand, McNally & Company.

Two new men have been added to the Pacific coast agency force of the American Book Company. They are Charles C. Hughes and D. J. Sullivan of San Francisco.

Mr. H. D. Bartlett, formerly superintendent at Medina, N. Y., but who for the past year and a half has had charge of the D. Appleton & Co. publications for the state of New York, was induced to accept the nomination for Orleans county clerk on a fusion ticket designed to beat the regular Republican organization ticket. Although the county of Orleans had a normal Republican majority of about 1,700 votes, Mr. Bartlett was elected on the opposition ticket with a majority of about 600. He has resigned his position with D. Appleton & Co., and January 1 began his duties as county clerk of Orleans county.

Mr. Bartlett's popularity in his home town was shown by the fact that only 51 votes were cast against him out of a total of about 500.

Mr. Bartlett still continues his business relationship with the Interstate Teachers' Agency of Rochester, N. Y., which he has continued since the inception of the agency some three years ago.

Mr. W. H. Maddock has been appointed representative of G. & C. Merriam Company, with whom he was employed some years ago. Mr. Maddock will have the territory east of Chi-

cago. He is at present residing with his family at Des Moines. Mr. Maddock has been the Iowa agent of Silver, Burdett & Company during the past nine years.

Mr. C. A. Donnelly, who left the services of Ginn & Company a year ago to assume the management of the Professional Department for Hapgoods in Chicago, has become associated with the Business Men's Clearing House of Denver. Mr. Donnelly has charge of the educational department, and his express duties will be the securing of positions for teachers in states west of the Mississippi river.

Mr. C. W. Taber has just been appointed general agent for Messrs. G. & C. Merriam Co. of Springfield, Mass., publishers of Webster's Dictionaries, including, of course, the International. Mr. Taber is located at 1222 Republic building, Chicago, and takes the place of the late Major Cheney.

D. C. HEATH DIES.

Daniel Callamore Heath, president of D. C. Heath & Company, died January 29th, at his home in Newtonville, Massachusetts. Death came suddenly following a stroke of apoplexy.

Mr. Heath was born in Salem, Me., October 26th, 1843; graduated from Amherst College in 1868, with master's degree. In 1874 he became a representative for Ginn Brothers, with headquarters at Rochester, N. Y., and later opened the New York City office of the firm. In 1876 he became junior partner, and the firm's name was changed to Ginn & Heath. Mr. Heath withdrew in 1886 and established the house which bears his name. He married Mrs. Nellie Lloyd Knox in 1881.

Mr. Heath was a broad-gauged man. His scholarly attainments coupled with his business experience, fitted him exceptionally well for the publishing field. Among the educators of the country he was held in high esteem while his business contemporaries recognized in him a high minded, aggressive and successful leader. He possessed the keen foresight and executive ability that enabled him to lay the foundation for one of the largest educational publishing houses in the United States.

CUBS' FOOD.

They Thrive on Grape-Nuts.

Healthy babies don't cry and the well-nourished baby that is fed on Grape-Nuts is never a crying baby. Many babies who cannot take any other food relish the perfect food, Grape-Nuts, and get well.

"My little baby was given up by three doctors, who said that the condensed milk on which I had fed her had ruined the child's stomach. One of the doctors told me that the only thing to do would be to try Grape-Nuts, so I got some and prepared it as follows: I soaked 1½ tablespoonfuls in one pint of cold water for half an hour, then I strained off the liquid and mixed 12 teaspoonfuls of this strained Grape-Nuts juice with six teaspoonfuls of rich milk, put in a pinch of salt and a little sugar, warmed it and gave it to baby every two hours.

"In this simple, easy way I saved baby's life and have built her up to a strong, healthy child, rosy and laughing. The food must certainly be perfect to have such a wonderful effect as this. I can truthfully say I think it is the best food in the world to raise delicate babies on and is also a delicious, healthful food for grown-ups, as we have discovered in our family."

Grape-Nuts is equally valuable to the strong, healthy man or woman. It stands for the true theory of health. "There's a Reason." Read "The Road to Wellville," in packages.

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THE HIGH SCHOOL FRATERNITY.

To the Editor:

After reading the article on Fraternities in the High Schools, by Mr. Moore, which appeared in the December issue of the School Board Journal, I am constrained to add the following in the hope that it may offer a few suggestions on this troublesome question.

Mr. Moore has given an exceptionally strong presentation of the various phases of this subject, but I question some of his statements. He says, "Most of the fraternities now existing were formed since 1850." This I think a trifle misleading. The records show that 21 of the men's college fraternities were founded before the Civil War, 15 were formed before 1850, 6 between 1850 and 1860, and 11 since that time. The total number is 32.

Speaking of the high school fraternity, he says it came into existence soon after the college society. So far as I can learn, the secret society in the high school is of recent origin. I believe these high school fraternities originated not more than ten or fifteen years ago.

I should summarize the causes for the existence of high school fraternities as follows:

First—Imitation is an inborn attribute of the average boy, which partially accounts for the existence of the fraternity in our secondary schools. No sooner do many of the boys leave the grammar school than they begin to ape the college student. This desire to be like his older brother becomes so great that he cannot wait until he enters college to taste of the Greek letter society life.

But why should we criticize the boys when we ourselves are apeing the colleges? In many cases we find the school authorities giving two and three hour courses and such like in imitation of the college.

Second—Another element in a boy's make-up is his craving for the mysterious. This is somewhat satisfied by joining a school fraternity.

Third—Strange to say, in many instances the establishment of the fraternity has been brought about, or at least aided, by principals and teachers in our high schools.

Fourth—I have known college fraternity men to organize these secret societies for the express purpose of securing their members later for the college fraternity.

That the secret society fosters class distinction and is contrary to the very foundation principles upon which our public schools exist, I think all will admit.

This, however, is one of the many pernicious results of the fraternity in our high schools. I have personally known instances where the rooms of these societies were hot beds of drunkenness and licentiousness. Whatever the cause of their birth or however bad their influence, we have them with us and no doubt many of the men who helped to establish them are reaping the harvest.

In eliminating these organizations from our schools I suggest three remedies, as follows:

First—That the principals and teachers of our high schools aid in furnishing other means of social life for our boys and girls. Let them realize that they are not fulfilling their duty when they simply impart intellectual light to our young men and young women. This need can be met by literary societies, athletics, properly supervised, and, in fact, in a variety of ways.

Second—That the board of education should co-operate with the teachers in the above. They should also act with decision in every case where a school society, of whatever nature, is clearly detrimental to the interests of the school. I see no good reason why it is not within the power of a board of education to deal summarily with any organization of stu-

dents if they believe such an assemblage is in any way interfering with the welfare of the school. Not only is it within their power, but I believe it to be their duty to act in such circumstances.

Third—If the leading college fraternities should make a regulation whereby any person who should become a member of a secondary school fraternity would be ineligible to membership in the college fraternity, I believe it would be the death knell of the school fraternities.

College fraternities should favor such action. The experience of most fraternities in college is that the young man who comes to college wearing a school fraternity pin has to be "made over," so far as his "frat" is concerned. He enters college with the mistaken idea that he is a fraternity man. This has to be "knocked out" of him, and even then he has lost the "first impression," which does much to make a good "frat" man in college.

Mr. Moore speaks of the Indiana statute which prohibits the existence of fraternities in the schools of the state. Personally I do not think this is necessary. In fact, I believe it to be an element of weakness, in that it is an admission that there is no way to suppress these societies except by legislation.

If the faculty of a college can abolish fraternities, as Princeton did several years ago, why in the name of common sense should the authorities of our public schools be so timid?

Alas, that men should permit a lot of school boys to dominate them! We have talked so much about these school boy organizations that we look on them as insurmountable and unconquerable.

The spectacle must be an amusing one for the boys.

Let the school boards do their duty fearlessly, and let every college fraternity man use his influence in his fraternity to bring about the suppression of the secondary school fraternity and five years hence the subject will have passed into oblivion.—Andrew J. McElroy.

Syracuse, N. Y.

Questions and Answers.

TWENTY-FOUR ROOM SCHOOL.

Question: We wish to erect a twenty-four room schoolhouse adapted to be occupied by all grades below the high school, and modern in every way. I will be greatly obliged to you if you will let me know where, in the United States, the best building known to you of such size can be found. We do not wish to copy any plans, for we already have our architects, but desire to get all the good ideas we can for consideration before building.—W. A. K., Cincinnati, O.

Answer: The best buildings of the kind you mention may be found at St. Louis, Chicago, Cleveland, New York and Boston. They contain the latest and best ideas, both in the matter of arrangement and equipment. This is particularly true of the grammar schools erected in recent years at St. Louis.

The city of Cleveland has erected some buildings during the past year which are among the very best in this country. Chicago has selected a new type of building, for which much is promised.

The city of New York has some excellent school buildings, but the conditions there are so different from your own that they would not serve as good patterns.

The city of Boston has a schoolhouse commission which has made a more scientific study of the subject of school architecture than perhaps any other public body. They have done a great deal to "standardize" the school build-

ings of the Hub, and the standards adopted are well worth studying. The latest buildings erected by the commission are models.

Domestic Science Charts.

Question: Can you tell me where I can find charts showing different cuts of animals for use in domestic science classes?—B. W. T., Little Rock, Ark.

Answer: J. W. Schermerhorn & Co., 3 East Fourteenth St., New York City, can supply charts showing different cuts of beef, pork, mutton and veal.

Book on Ventilation.

Question: Will you kindly send me the name of the recent work on school heating and ventilation, which you consider to be the best authority on this subject, and the publisher of the same.—J. E. H., Secy. Special Building Committee, Kane, Pa.

Answer: The best books on heating and ventilation, now on the market, are:

Heating and Ventilating Buildings, by Rolla C. Carpenter. John Wiley & Sons, New York City, publishers. Cloth; price, \$4.00.

Baldwin on Heating, or, Steam Heating for Buildings, (revised), by William J. Baldwin. Cloth; price, \$2.50.

Questions and Answers on the Theory and Practice of Steam and Hot Water Heating, by R. M. Starbuck. Cloth; price, \$1.00.

Notes on Heating and Ventilation, by John R. Allen. Domestic Engineering Publishing Co., Chicago. Cloth; price, \$2.00.

Ventilation of Buildings, by Wm. B. Snow and Thomas Nolan. Pocket size; boards; price, 50 cents.

Warming Buildings, by Charles Hood. E. & F. N. Spon, publishers, New York.

Steam Heating and Ventilation, by Wm. S. Monroe. Engineering Record, publishers, New York.

Principles of Heating and Ventilation, by John S. Billings. Engineering Record, publishers, New York.

While these books contain much information on the subject of heating and ventilating, such information is not always applicable to each case. As a rule, the personal attention of expert engineers in heating and ventilation is required in order to secure a satisfactory system.

"COFFEE GRUNTERS." Ever See One?

Thoughtful people have a laugh on coffee cranks now and then.

"I had used coffee ever since I was a small child," writes an Ind. lady, "and have always had bad spells with my stomach."

"Last spring just after I began housekeeping I had a terrible time with my stomach and head. My husband bought a package of Postum and asked me to try it."

"I laughed at it because none of my folks would ever try it. But I made some the following morning, following directions on the package, about boiling it well."

"I was greatly pleased with the results and kept right on using it. Now I wouldn't drink anything else. I tell every old coffee 'grunter' I see about Postum, and all my folks and my husband's people except a few cranks use Postum instead of coffee."

"When put to soak in cold water over night and then boiled 15 minutes in the morning while getting breakfast it makes a delicious drink."

Name given by Postum Co., Battle Creek, Mich. Read "The Road to Wellville," in packages. "There's a Reason."

Adopted by the High Schools of New York, Brooklyn, and other leading cities

COURSE IN ISAAC PITMAN SHORTHAND

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SPECIAL FEATURES

- ¶ Short Lessons, simply graded—no discouragement.
- ¶ Words and Sentences introduced in the first lesson.
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- ¶ Position-writing taught from the commencement.

"We are getting excellent results with Isaac Pitman's 'Course in Shorthand', and we expect to save almost a term by the use of it. All of our shorthand teachers praise it highly."—*Edwin A. Bolger, Teacher of Isaac Pitman's Shorthand, Commercial High School, Brooklyn, N. Y.*

"I have given your 'Course in Isaac Pitman Shorthand' a thorough examination, and must say that it is a very complete text-book. It has so many excellent features that it would be a difficult task to enumerate them all. It is a most teachable book."—*P. B. S. Peters, Teacher of Isaac Pitman Shorthand, Manual Training High School, Kansas City, Mo.*

"I know of no subject taught in the high schools that is capable of giving more cultural and practical benefit to the students than shorthand. I have examined your 'Course in Shorthand' very carefully, and am pleased to state that I consider the simple grading—with sentences and position-writing from the first lesson, the logical arrangement and pedagogical presentation combine to make it the most perfect American Shorthand text-book ever published."—*Woodford D. Anderson, Ph. D., Washington Irving High School, N. Y. City.*

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Publishers of "A Practical Course in Touch Typewriting," 50c.

Adopted by the New York Board of Education.

THE SCHOOL BOARD AND THE PUPIL.

(Concluded from Page 6)

of the high school proper. The senate appoints two tribunes, a boy and a girl, for each of the six periods of the school day and these tribunes, under the supervision of the senators, control directly the order of the study hall. Both senators and tribunes must attain certain marks in their studies to fill their positions. The students from time to time are permitted to offer suggestions which may serve to remedy any weakness that may exist in the constitution. The constitution provides that "each and every student is to conduct himself and herself in good order, with courtesy, and in a gentlemanly manner, with a view always to promoting the happiness and well-being of fellow students, and to bring honor to the name of the school."

The pledge taken by the students is as follows:

(1) We will not communicate while in the school building; (2) we will keep refined position in our school seats; (3) we will cultivate a light step; (4) we will not ask for individual favors; (5) we will provide all writing paper in the morning; (6) we will make the room a place of quietude; (7) we will not allow others to be more polite to us than we are to them; (8) we will not make ourselves odious in the use of tobacco; (9) we will, on passing people on the street, give them half the walk; (10) we will not jeer at anyone on the street or off the street; (11) we, the gentlemen, will tip our hats to the ladies; (12) we will avoid being boisterous whatever we may be.

Educators are not agreed as to the efficacy of self-government or pupil government. While it has proven a success in some schools it has proven a failure in others. Those who favor the plan hold that nothing will teach the value of government and self-control as readily as the responsibility placed upon the pupil. The op-

ponents hold that by teaching boys and girls how to govern they must first be taught to obey. This obedience, they hold, must be exacted by adults whom they love and respect.

Suspension.—Just causes of suspension are:

(1) Habitual absence or tardiness. (2) Violent opposition to authority. (3) Repetition of any offense after notice to parent or guardian. (4) Habitual and determined neglect of duty. (5) Habitual and notorious uncleanness of dress or person. (6) Use of profane or obscene language. (7) Bad conduct and example tending to the injury of the school. (8) Cutting, marring, defacing, injuring or destroying school property, such as building, furniture, books, fences, trees, shrubbery, etc.

Revolutionizing the Teaching of Shorthand.

"The revised and enlarged edition of 'Short Course' will meet with the hearty approval of every teacher and will be welcomed by pupils. The chapter on Speed Practice, the lists of phraseograms and tables of the alphabet, vowels and double consonants, the fifty-three graded and hyphenated business letters and other drill exercises contained in the pages added to 'Short Course'—these additions make the road to amanuensis speed comparatively easy for the student who has mastered the principles contained in the forty fascinating lessons. In saying that the revised book, now entitled 'Course in Isaac Pitman Shorthand,' is the most practical, pedagogical shorthand text published, I believe I merely express what hundreds of others have already said. In changing about one hundred and fifty high school pupils from a Pitmanic modification to Isaac Pitman Shorthand as presented in 'Short Course,' I have not heard a single objection or complaint from pupils or school authorities, nor have I met with any discouragements from pupils. The reason is obvious: Each lesson is complete in

GREEK MYTHS AND THEIR ART

Just from the press. The Greek Myths as an Inspiration in Art and Literature. A Supplementary Reader prepared for use in the Fourth, Fifth and Sixth grades. By Charles E. Mann. Price per copy, 60 cents. Discounts quoted on application.

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itself. The pedagogical presentation of a few principles at a time, together with copious lists of words, sentences and letters illustrating these principles, and no other principles not previously explained, and the fact that outlines are given first in their briefest practical form (and never changed), make the learning of shorthand fifty per cent easier than any other method I have ever seen in any book. Your book is revolutionizing the teaching of shorthand."—*E. H. Craver, Instructor in Shorthand, Paterson (N. J.) High School.*

The inadequacy of salaries paid to teachers is discussed by Superintendent C. F. Carroll of Rochester in his annual report. He writes:

"If we do not further materially increase salaries we cannot possibly draw teachers from our best source of supply, nor hope to meet fully the demands of intelligent citizens for the very best schools. On the other hand every time that the maximum salary is advanced \$50 it becomes more difficult to administer the school at all on the present appropriation. Another increase in salaries at the present time would make it practically impossible either to make extensive and much needed repairs or to provide sanitary school accommodations in all parts of the city. Similar conditions are found in other municipalities, but Rochester has set a high standard in the education of its children. It is undoubtedly true that every increase in salary has its effect in increasing the self-respect of teachers and increasing the respect of the community for teachers. Teachers are, or ought to be, a well educated company, socially the peers of the average citizen. But it is also true that a higher and adequate salary would make hard tasks lighter, and make possible an *esprit de corps* that would increase efficiency and react favorably upon every child and every home."

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SCHOOL HYGIENE.

The health board of Seattle, Wash., has instituted a system of medical inspection in the public schools and has appointed a corps of physicians and nurses to conduct the semi-monthly examinations. The main objects of the inspection, as outlined in a circular to the principals, will be: Identification of all pupils requiring medical care; prompt exclusion from school of all pupils suffering from transmissible diseases; recommendation of treatment for all children suffering from other than transmissible diseases, and the detection of defects of sight and hearing, and of abnormalities that may be corrected or improved by medical aid.

The following rules have been framed for the conducting of the medical inspections:

The medical inspector shall stand with his back to a window, and the teacher will have the pupils pass in single file before him. As each child passes, the medical inspector will examine the eyes, tongue, hands and hair. When conditions are found by him that necessitate medical attention, the pupils needing such attention should be subsequently examined privately and diagnosis recorded on the card provided for that purpose. Duplicate cards should be kept by the principal.

At each inspection the principal of the school is requested to furnish the inspector with: A list of the children who have returned to school after an absence of one or more days; the names of those in any way suspected of having contagious diseases or of having been in contact with contagious diseases; and the names of those who have returned to school after having been excluded.

Principals will make careful inquiry into causes of absence and report the names of all children found to be absent on account of sick-

ness and not attended by a physician to the school nurse for investigation. Each child needing immediate medical care will be given a card, stating the nature of his or her illness, and the date of inspection. This card will be inclosed in a sealed envelope and addressed to the parents.

In all cases of exclusion the character of medical care to be received by the child is to be decided by the parents.

The Illinois Teachers' Association has found the state law for teaching the effects of narcotics objectionable in that it prescribes the methods to be employed. At the recent convention a committee of the association presented a revised law which is to be introduced in the legislature for enactment.

THE LACK OF COMMERCIAL TEACHERS

The scarcity of school teachers which has been felt in all of the larger cities of the country has not been confined to the elementary schools, but is apparent in secondary institutions as well. Persons in touch with commercial schools in all parts of the country state that the lack of qualified instructors in commercial branches is more serious at present than it has ever been before.

In speaking of this condition, Mr. H. M. Rowe, secretary of the Sadler-Rowe Company, said recently:

"What can be done

to increase the number of available teachers in the commercial branches? I note what you say about the request of the Gregg Publishing Company in the January issue of the School Board Journal in connection with teaching Gregg shorthand. Now, that is advertising pure and simple. But we are up against a real condition, not only in regard to our New Rapid shorthand, for which we need teachers badly, but we want them for *all the commercial branches*. I have a splendid position in a private school, which pays \$1,500 a year, that has gone begging for two or three months for a good teacher. It is a splendid school and is run on a high basis. I know where there is a \$2,300 a year position for a capable man, broad enough and who has sufficient experience to organize and maintain a high grade course.

"I am not after any free advertising for our company, but if you can bring these facts

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Illustrated by accurate drawings of Indian traditions and customs, and containing a supplement on hand work.

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Such old favorites as "Jack and Jill," "Cock Robin" and "The Three Kittens" are here presented as a stimulus and reward to children in their first efforts to learn to read.

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Translated by Laura E. Poulsson.

This translation of the Norwegian "Sidsel Sidsaerk" gives a delightful story of the life of a little peasant girl on a Norwegian farm and saeter.

Lansing's Fairy Tales Book I

The best of the standard fairy tales carefully re-edited and attractively illustrated.

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CHICAGO

(scarcity of teachers) some way through your paper to the attention of the school public generally, it ought to be of value. We can train the shorthand teachers, but we cannot train the commercial teachers as they should be trained. That is, we are unable to meet the demand made upon us for good teachers, not for our books, or for our special systems, or anything of that kind, but for positions in commercial schools, public and private."

NEW BOOKS.

Specimens of Prose Composition.

Edited with introduction and notes, by Charles Read Nutter, A. B., instructor in English, Harvard College; Frank Wilson Cheney Hersey, A. M., and Chester Greenough, Ph. D., 12mo. Cloth. 478 pages. List price, \$1.25; mailing price, \$1.45. Ginn & Co., Boston.

This book is adapted for use during the last year at high school and the first years at college. In the selections of the specimens the authors have had two purposes in view: to exemplify the principles of rhetoric and of English composition, with particular emphasis upon principles of structure; and to illustrate the special elements and qualities in exposition, argument, description and narrative. The length of the examples chosen averages about four pages and enables the pupil to get at one reading a total impression of structure and style, and permits careful analysis of entire selections in a single recitation. The work illustrates all kinds of writing and its classifications are explicit and suggestive. Attention is given to such technical elements as Point of View, Dominant Tone, Sound and Color, features which are frequently totally neglected in work on rhetoric.

School Arithmetic.

Practical book with answers. By John M. Colaw, Frank W. Duke and James K. Powers. 400 pages. B. F. Johnson Publishing Company, Richmond, Va.

The publishers as well as the author of this arithmetic claim they have given to the teaching world a graded as well as a practical work. The treatment is so clear that the pupils need no mental arithmetic, and it is claimed to be so correct in method that the teachers will need neither handbook nor manual of methods. The plan of treatment is in five parts: (1) four fundamental rules. (2) beginnings in factoring, fractions, ratio, compound numbers, decimal fractions, percentage, interest; (3) practical measurement, percentage, short methods, equations; (4) full treatment of interest, bank practice, exchange, insurance, taxes, stocks and bonds; (5) ratio and proportion, longitude and time, metric system, powers and square root, cylinder, cone and sphere. Review problems occur at the close of subjects, and there is, moreover, a sensible attempt to relate problems to present-day affairs.

Selection from Chaucer.

Edited with an introduction, notes and glossary, by Edwin A. Greenlaw, Ph. D., Adelphi College. Scott, Foresman & Co., Chicago.

Prof. Edwin A. Greenlaw gives a long and valuable introduction to this "Selection from Chaucer," which he divides into sections on: England in Chaucer's Time, Life of Chaucer, Chaucer the Poet, Pronunciation, Inflection, Versification, and a Bibliographical Note. The text contains The Prologue, The Knight's Tale, The Monk's Tale (selections), The Nun's Priest's Tale, The Pardoner's Tale (condensed), and some selections from Chaucer's lyrics which are given in order to represent a side of Chaucer not found in his narrative poems. A valuable glossary of 31 pages of old English words add much to the value of the work.

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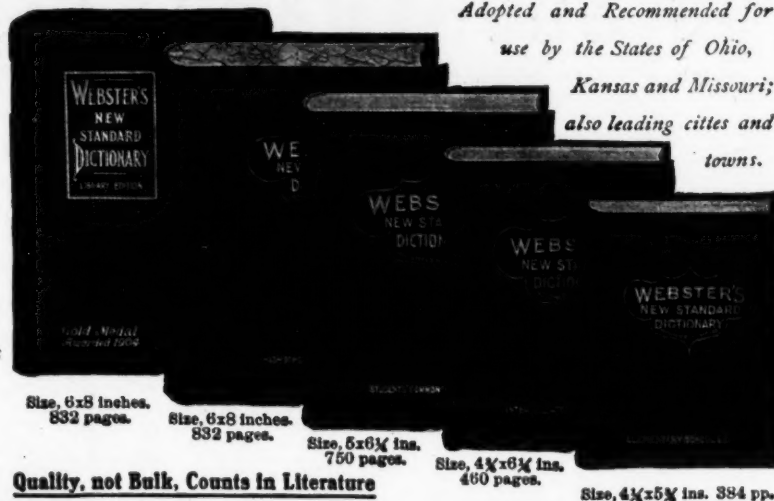
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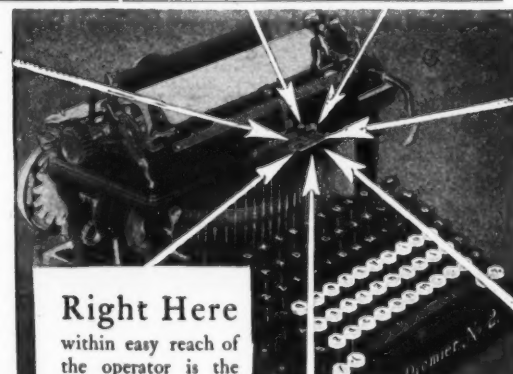
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LAIRD & LEE, Publishers, Wabash Avenue, CHICAGO, U. S. A.

Linguistic Development and Education.

By M. V. O'Shea, University of Wisconsin. Cloth, 347 pages. The Macmillan Company, New York, Chicago.

It is a far cry from the baby's undifferentiated squall to the acquisition of a foreign tongue, yet M. V. O'Shea, professor of education in the University of Wisconsin, undertakes in a very interesting and carefully written volume to trace the linguistic development from the one to the other. The subject and its treatment are profoundly interesting. In the subject pre-linguistic expression the author treats of reflex expressional activity, the beginnings of purposeful expressional activity and the first efforts at interpretation of expression. Some of the succeeding chapters are: Early reaction upon conventional language, Parts of speech in early linguistic activity, Inflection, Agreement and Word Order, Development of meaning for verbal symbols. Part II of the book treats in general of reflective processes in linguistic development. There is given a bibliography and a good index. The volume before us is particularly readable.



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Learning to Read.

A manual for teachers. By Frank E. Spaulding, superintendent of schools, Newton, Mass., and Catherine T. Bryce, superintendent of primary schools, Newton, Mass. 219 pages. Newson & Co., New York.

Any book or method that will produce correct readers in our public schools deserves a trial. The authors of the book before us claim that their method has been successfully applied at Passaic, N. J., and at Newton, Mass. If that is the case the book ought to have a large sale on its intrinsic merits.

Economics for High Schools.

By Frank W. Blackmar, Ph. D., professor of sociology and economics in the University of Kansas. 430 pages. Price, \$1.20 net. The Macmillan Company, New York.

Considering the fact that but a small proportion of the public school children go to the high schools, and of these yet a smaller number go on to college or university, a good book on economics for the senior year is a desideratum. Prof. Frank W. Blackmar, Ph. D., of

the University of Kansas, appears to have supplied it. It is regrettable that but a limited space at the reviewer's disposal prevents him from giving an extended notice of this book. The volume before us represents the elements of the science simply stated. Abstract theories and discussions have been avoided, while the workings of industrial society have been emphasized. With these purposes in view, the first part of the book is devoted to a brief survey of the evolution of industrial society, and the second part gives the ordinary principles of economics in their simplest form, with their application to modern industrial society. The last part treats of the relation of private economics to public economics and of the governmental control of industries. A list of subjects for essays and debates is appended. The book contains an index.

Course in Isaac Pitman Shorthand.

A new edition of the "Short Course," with added matter. 241 pages. Price, \$1.50. Isaac Pitman & Sons, New York.

A neat little book of 241 pages, of small compass, which one could easily carry in one's coat pocket to and from work. There are several new features to this new Pitman book.

TEXT BOOK NEWS.

(Continued from Page 14)

Supt. Lawton B. Evans of Augusta, Ga., is the author of two new grammars for elementary schools. The first is a language book designed for the use of the lower grades and the second is a complete grammar. Both books are printed by the American Book Company.

City Treasurer of Buffalo, N. Y., has received \$455.98 as royalties from the sale, in Buffalo, of text books written by Supt. Henry

P. Emerson and Dr. Ida C. Bender. This sum was turned into the Teachers' Retirement Fund and was the amount of royalties for the year ending April 30, 1907.

Supt. Emerson and Dr. Bender several years ago assigned to the trustee for the Teachers' Retirement Fund, all royalties that might be received from the sale of their text books in Buffalo.

Gregg Shorthand has been adopted by the Grand Island, Nebraska, high school.

The "New Century Speller" is the title of a new word book compiled by Superintendents P. W. Horn of Houston and A. N. McCallum of Austin, Texas. Silver, Burdett & Company are the publishers.

Rockford, Ill. Watkins' Caesar adopted.

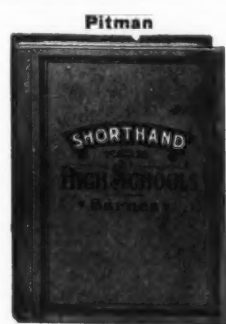
The New York City offices of D. C. Heath & Company were scorched in a fire which destroyed a portion of the Parker building.

Milwaukee, Wis. Jules Lazare's "Lectures Faciles," published by Ginn & Company, has been adopted as reading text in French.

The San Francisco office of the Educational Publishing Company is again located in the same spot which it occupied before the great fire. Mr. J. H. Mitchell is in charge.

Historic Ornament Plates.

The Prang Educational Company has recently issued a series of plates, reproducing in full color, examples of "Historic Ornament." The plates are accurately drawn from the most reliable sources. Their reproduction in the original colors renders them of special interest and value to school workers. The complete set consists of seventy plates, each 7x9 inches, representing 445 examples of ornament from the earliest Egyptian to the latest Renaissance.



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Testing Her Memory.

Recently a teacher told her class how a wise man once said that we have only one mouth and two ears, so that we may listen and hear twice as much as we speak. Wishing to see if the instruction was remembered, the teacher called the child a few days later and asked:

"Bessie, why is it that we have two ears and only one mouth?"

"Because," faltered Bessie, "because—be—"

"Oh, Bessie," interrupted the teacher, reproachfully, "you have forgotten."

"No, I haven't," replied the little girl, with a sudden look of enlightenment. "It is because what we hear may go in one ear and out the other."

Had No Kick.

"Tommy, that's the worst cold you've had this winter, isn't it?"

"Naw! It's the best. I don't have to go to school."



Circumstances Alter —

"Jimmy," said the teacher, "it isn't proper for you to say, 'You can't learn me nothin'!'"

Jimmy—"Yes, 'tis, mum."

Teacher—"Why?"

Jimmy—"Cause yer can't."

The Boy and the Woodchuck.

Mr. Choate, formerly ambassador of the United States to England, delights in telling how the teacher of a district school once called

Aus der Schule.

— „Wenn du einen Kirschkern auf die Straße wirfst, was kann da leicht für ein Unglück passieren?"

— „Dah ich eine Ohrfeige bekomme, Herr Lehrer!"

up the two brightest boys in his class one day and said:

"Tom, you are a Republican?"

"Yes, sir."

"And, Sam, you are a Democrat?"

"Yes, sir."

"Well, now, the one of you who can give me the best reason why he belongs to his party can have this woodchuck I caught on my way to school this morning. Now, Tom, why are you a Republican?"

"I am a Republican," said the boy, "because the Republican party saved the country in this war, abolished slavery and brought about the resumption of specie payments, and has done everything for the good of the country."

"That is a good reason," said the teacher. "Now what is the reason you are a Democrat, Sam?"

"Well, sir," was the reply, "I am a Democrat because I want the woodchuck."

He Was Very Much Alive.

When visiting one of the primary schools some years ago, the day before Memorial day, a member of the school board addressed the pupils. When closing he said:

"Well, children, you have a holiday tomorrow. What day is it?"

"Decoration day!" from all in unison.

"What do you do on Decoration day?"

"Decorate the soldiers' graves," said all together again.

"Why do you decorate their graves any more than others?"

This was a sticker, but finally one little fellow held up his hand.

"Well, sir, why is it?"

"Because they are dead and we ain't."

A Jolt for Father.

Some time since a fond Philadelphia father helped his little son with his lessons, and when the lad returned from school that evening the old man eagerly queried:

"Jimmy, did you tell the school teacher that I helped you to prepare your lessons?"

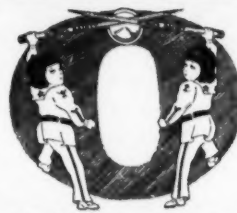
"Yes, sir," answered Jimmy, hesitatingly; "but not until she asked me."

"And what did she say?" questioned the father.

"She said she wouldn't keep me in today," replied Jimmy, "because she thought it didn't seem fair that I should suffer for your ignorance."

The Remainder.

Teacher to class—"If Willie should be sent to the store for a dozen eggs and, while returning home with them, fell and broke twelve eggs, what would be the remainder?"



steadily increased year by year, showing that their popularity has not waned, and that they are more firmly entrenched than ever in the public schools of America.

We will send you a package of these attractive pencils if you will tell us where you teach, and enclose 16c. in stamps in your letter.

JOSEPH DIXON CRUCIBLE CO., - - - Jersey City, N. J.

VER and over again we have told the story of DIXON'S PENCILS, but it is a story that will bear repeating many times. Hawthorne wrote his "Twice Told Tales" years ago, but they are read to-day by a constantly increasing circle of readers. So with DIXON'S AMERICAN GRAPHITE PENCILS. A new generation of teachers has sprung up since they were first placed upon the market, but our sales have rapidly, but

Johnnie (aged seven years)—"Please, teacher, I know."

Teacher—"Well, Johnnie, you may tell the class."

Johnnie—"The shells, teacher."

"Now I want you all to look at Tommy's hands," said the teacher, calling the youngster to the front, "and see how nice and clean they are. Tommy, can't you tell these boys how you keep your hands in such good condition?"

"Yes, ma'am," was the ready reply of Tommy. "Mother makes me wash dishes every morning before I come to school."

That Patch!

Tommy was the proud possessor of a pocket compass and when he displayed it to his teacher she carefully explained the different points.

"See," said she, "you have the north in front of you, the east to your right, and the west to your left. Now, what have you behind?"

Tommy frowned. "There," he said, "I just knew everybody would see that patch, but mother says I must wear these trousers for a month yet."

Defined.

"Now, children," said an enthusiastic teacher, "Johnnie has spelled 'mite' correctly and told us that it is a very small object. Can any little boy remember where mite is mentioned in the Bible?"

One small hand was raised and a small voice said, "The pen is miteier than the sword."



A—"But if the professor is so absent-minded that he can't remember his own name, why doesn't he write it on a slip of paper and carry it with him?"

B—"He tried that, but he found that he couldn't read his own writing."

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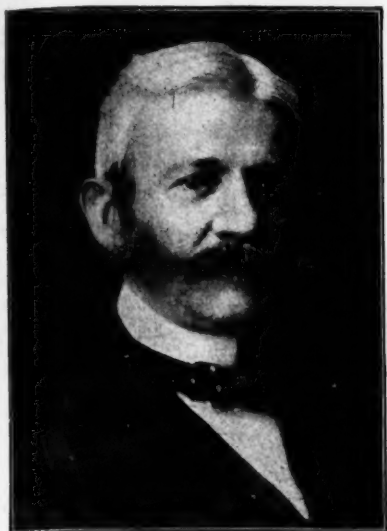
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The way to know it is to try them.

We show our No. 118 box; one of a very large line of school boxes. Eight half-pans: Gamboge, Crimson, New Blue, New Green, Orange, Violet, Warm Grey, Cold Grey; and one No. 7 Brush.

Full information and catalogue to teachers.

Special discounts to schools and teachers.

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INTERSCHOLASTIC ATHLETICS.

By FRANK R. WADE, INDIANAPOLIS, IND.

"Under the pedagogical view, it may be said, I think, that the value of athletics, as at present in vogue, is disproportionate to the cost in time of players and of teachers who supervise the game. The school work of the player himself suffers because of the amount of time and energy spent on the field. Such an amount would hardly be spent for exercise, if it were not regarded as very necessary to win. As to the time required of the teacher in charge, many of you can testify that it has at times been a severe burden and that our largest work has suffered because of the extra demand upon you. Some of you can doubtless testify also that the financial management of football and other teams is no light burden.

"From the physical side may be advanced that, owing to careless habits of training, many high school boys do not properly prepare themselves for some of the more strenuous forms of athletic games and overstrain may result. With athletics under control of a strictly capable man, preferably one who is a graduate physician, such results might be largely eliminated, but as at present conducted, I suspect that more boys are overstrained than is generally known.

Too Few Take Part.

"A second and more serious objection to present-day methods is that far too few of the boys are engaged in sports and games, while a small number of boys of a type who least need encouragement to exercise their bodies, get an excessive share of such exercise. This is really the most valid argument, in my opinion, against the athletics of the day. Too few take part. The few who do, devote too much time and energy to it.

Bad Feeling Often Results.

"Where athletic affairs are not directly under the control of the school authorities, many evils creep in which could not do so were athletics confined to the boys of one school. Among them I may mention the spirit of warfare which attends too many of our sports. They have become contests rather than games. Bad feeling is too often evident and occasionally, where large numbers are concerned, the mob spirit is shown and boys do things which, under ordinary circumstances, they would not think of doing. At such times, too, the low type of rooter, who always follows the games, gets in his work and the schools get a credit for rowdiness which they do not really deserve.

"Apart from this directly bad side is another side as bad from the ethical standpoint. Public and pupils estimate the value of educational institutions on the basis of athletic games won or lost. This is ridiculous, but it is so. The colleges all know it and faculties wink at abuses to curry popular favor that their numbers may not diminish.

"Another ethical evil is the hero worship accorded the successful athlete. He is lauded above his real merits and the worthy student who is not an athlete, but who may some day be a far more useful member of the community, gets scant attention. This is perhaps all the better for the student, but I think you can all point to cases where the athlete has suffered from overprominence."—Abstract of Paper.

Two Score Years.

Nineteen hundred and eight begins the fortieth year that the Holden Book Cover has been so widely known all over the United

States. There are today millions of fathers and mothers who had the Holden Covers on their school books when young, and now more millions of their children find them on their books.

The first covers were made to fit each book, but the frequent changes in size of new editions by the publishers and the frequent changes in the courses of study left many useless covers on the hands of school boards and necessitated adjustable covers to prevent this waste.

The demand in 1907 showed a larger annual increase than any year since 1893 and 1894, panic years. A steady growth for each year for twenty-six years is remarkable.

The Holden Book Cover Company of Springfield, Mass., have found it necessary every year for many years to increase their facilities for taking care of their greatly increased demand. The steady annual growth, however, makes it desirable for school boards to enter their orders as early as possible for future shipments, so that irritating delays can be overcome.

Heath Offices Burned.

The New York offices of D. C. Heath & Co. were destroyed in the fire which ruined the greater portion of the Parker building on Friday, January 10. The loss of Heath & Co. was complete and not a scrap of the furniture or the valuable records and correspondence were saved. Manager Pulsifer's private papers, including a collection of valuable autographs and other personal belongings, were lost.

On the morning following the fire the firm was accommodated in the offices of Silver, Burdett & Co., and on January 13 new quarters had been obtained at 239 West Thirty-ninth St. These are well located, accessible and representative.



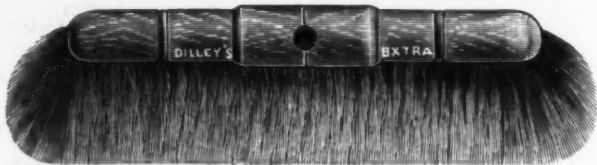
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Our beautiful new "Art Catalogue" fully illustrates and describes these colors. Write for it and also a copy of "Progressive Color Education," a little book explaining clearly the most advanced theory of color instruction and the purpose of the BRADLEY REDUCED COLOR BOX.

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are the kinds used in **Modern School Buildings**, because they are made for "Practical Janitor Work." Write for prices when in need of **Brooms, Dusters, Mops, Mop Wringers, Scrub Cloths, Brushes** of all kinds and **Cleaning Utensils** of every description. **School Trade a Specialty.**
ESTABLISHED 1875 **RELIABLE GOODS**



DISTRIBUTING SUPPLIES.

The system of distributing school supplies employed by the Columbus, Ohio, board of education is a unique one and eliminates as far as possible extravagance in the purchase and distribution of supplies. The system has been copied after that employed in the United States army.

In former years the rules of the board gave each member the privilege of expending \$20 a month in supplies for each building for which he was visiting member. For all supplies above \$20 in value it was necessary to get the approval of the supply committee and a vote of the board.

Under this system, when a janitor wanted a piece of hose or brooms, or a principal or teacher wanted paper, pencils, pens, or other articles, they simply procured an order from the visiting member and on that went to some store and purchased what they needed. The order, with the O. K. of the visiting member, and the bill for the supplies was duly submitted to the board for payment.

This system proved too expensive to the board, and it was on the suggestion of a member of the board who had at one time been connected with the United States army and knew the good points of the army system that the change was made.

Under the present plan supplies are only distributed once a month, except under special conditions, and then only on requisition approved by the supply committee. The board maintains a storehouse and the supplies are

purchased in quantities or as they are needed, on annual contracts which fix the price of the articles for the year.

All articles are specified with samples on hand and the contracts for furnishing them for the year are awarded to the lowest bidders. In this way the board not only gets the benefit of a wholesale price, but a competitive wholesale price. On these contracts they order the supplies as needed.

Five days before supply day of each month the principal of each building is required to submit a requisition for everything that will be needed in the building during the ensuing month. These requisitions are then carefully gone over by the supply committee, compared with requisitions of the previous month, and all articles considered superfluous, crossed out. Each member of the committee then signs the requisitions before they are turned over to the clerk of the board to be filled.

On receiving the requisitions the clerk goes to the storeroom and places the supplies for each building in the bin set aside for that individual building and on supply day, which is the first Saturday, the janitors take the supplies from the bins to their buildings.

SCHOOL SUPPLIES AND EQUIPMENT.

Menominee, Mich. The school board has purchased 150 chairs and desks from the American Seating Company. The commercial department of the high school has been equipped with Ideal commercial desks.

Mann's Odorless Disinfectant has recently been introduced in schools in the following cities:

Ann Arbor, Mich.; Chelsea, Mich.; Cazenovia, N. Y.; Geneva, N. Y.; Homer, N. Y.; Ithaca, N. Y.; Mt. Morris, N. Y.; N. Tonawanda, N. Y.; Penn Yan, N. Y.; Oswego, N. Y.; Bradford, Pa.; Indiana, Pa.; St. Marys, Pa.; Ashtabula, O.; Fort Wayne, Ind.

THE BEST PENCILS AND STEEL PENS FOR SCHOOL USE

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If you want to try them send 16 cents in stamps for samples worth double.

Try our No. 314 DRAUGHTING
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EVERY TEACHER PRAISES THEM.

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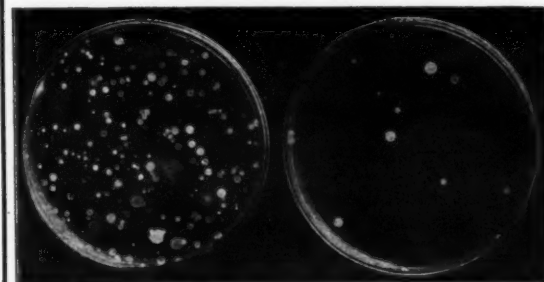
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can be eliminated by the daily use of the



- I. Colonies of bacteria developed on gelatine plates during a minute's exposure after sweeping with common floor brush.
II. Colonies developed on similar plates after sweeping with "Dustless Brush."

Send for a Brush on approval. We prepay express charges

Milwaukee Dustless Brush Co., 130 Sycamore St., MILWAUKEE, WIS.

Dustless Brush

It reduces dust 97 per cent.

It is used by over 6000 Schools.

Cut shows plates exposed in a test made by the School Board of Milwaukee.

MR. A. F. LANGE AT HIS DESK.

A. F. Lange, manager of the school supply department of M. A. Donohue & Co. of Chicago, has been associated with the firm for thirteen years.



Shortly after taking up this line he realized the possibilities of a good school supply department and consequently bent his best energies to this end. By adhering to the policy of handling only the best and of selling at a close figure his efforts were well rewarded. The good results obtained secured for him the position of manager of the department five years ago.

Starting with the Red Line Series of School Records, Registers and Blanks as a basis, he has built up one of the largest school supply organizations in the country—as he aptly puts it, "We can furnish anything in or about a school building, from a door mat to the flagpole on the roof."

With such extended experience Mr. Lange is in a position to accurately answer inquiries concerning the needs of any school, and the large stock carried by M. A. Donohue & Co. enables him to fill orders promptly.

Any correspondence directed to this department will receive the personal attention of Mr. Lange.

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Prices

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Trenton,
N. J.

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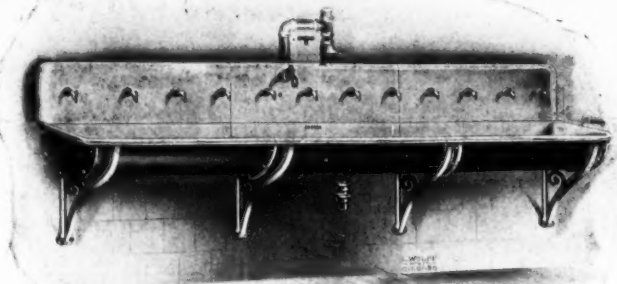
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WOLFF'S PLUMBING GOODS

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For Schools, Hospitals and Public Buildings.

Can be furnished any length and with Legs in place of Brackets if desired.

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DUST CHUTES DISAPPROVED.

The State health department of Michigan has recommended that dust chutes into which dirt and rubbish may be swept and thus dropped directly into the basement of a building should not be used in school buildings. Where they are considered necessary or desirable the flues should be built into or next to outside walls and so arranged that the clean-out doors can be made to open to the outer air. The location of a clean-out in a basement room which is used as a fresh-air chamber is absolutely disapproved by the board. It is readily apparent that dust cannot be removed from the chute without seriously contaminating the entire air supply. Dust chutes have found great favor with janitors on account of their convenience and labor-saving qualities. It has become apparent, however, that they may be dangerous from a sanitary standpoint; a consideration which must take the precedent over every advantage.

Milton Bradley Banquet.

The annual banquet of the foreman and department managers of the Milton Bradley Company took place at Springfield, Feb. 21st. The officers of the firm and Mr. Bradley, the founder, were present.

The gathering was an enthusiastic one and significantly expressive of the cordial relations which exist between the employees and the officers of the firm. Each manager and foreman spoke of the year's work and gave an outline of the needs and improvements of his department. Mr. Henry P. Morris, assistant treasurer, acted as toastmaster. Among those present were W. W. Tapley, treasurer; C. C. Hastings, superintendent; R. N. Ingersoll, assistant superintendent. David H. Bufton was in charge of arrangements. The managers and foremen present were:

E. L. Pease, kindergarten shipping department; F. P. Klein, purchasing agent; H. C. Wakefield, wood working department; E. G. Robson, lithograph department; H. W. Wheeler, painting department; W. E. King, assembling department; E. A. Clarry, water color department; E. P. Bullard, box department; F. H. Clark, shipping department; E. P. Bragg, lithographic printing department; F. S. Chapin, bookkeeping department; J. N. Severance, master mechanic.

Shorthand Booklets.

The Gregg Publishing Company announces that the responses to its offer of a series of booklets on commercial education have been very numerous and satisfactory. As explained on page 28 of our November number, the booklets comprise "Shorthand in the Public Schools," "How I Teach Typewriting," "The Place of Commercial Work in the High School Course of Study," and "Problems to Be Solved by the High School Shorthand Teacher." The booklets are sent free of charge to any who may be interested in commercial subjects in high schools.

Another attractive booklet issued by the Gregg company is that entitled "Shorthand Contests." It contains complete details of a series of shorthand contests held in connection with the great International Exhibition at New Zealand. It is illustrated with photographs as well as specimens of the matter on which the highest speed records were made.

Anyone interested in commercial subjects, and especially shorthand, would do well to get their names on the Gregg company's mailing list.

MORE PAGES.

Several of the features to be found in Laird & Lee's series of Standard Dictionaries have been mentioned in our pages. Aside from the many original features to be found in the High School and Collegiate Edition they have just prepared at considerable expense, a new department under the heading "Addenda," which contains over 400 words that have come into use during the past year or so. This increases the total number of pages of this important lexicon to 840. School boards and superintendents will do well to send for Laird & Lee's catalogue, giving a description of the full Standard series of five volumes.

Men Teachers and Salaries.

Dr. G. Stanley Hall, president of Clark University: "I don't wish to say anything derogatory to the women teachers. But the fact remains that, while women gain the best results with small children and with most girls, a real boy of 10 or 11 or 12 years wants somebody who can sympathize fully with his male ideas, and can tell him to stand up and to sit down without fear of being disobeyed.

"This plea of the women teachers for increased pay is all very well in its way, but on the wrong theory. They ought to have larger salaries, but so ought the men teachers. It's a bad scheme, you know, to try to equalize downward. We have a hard enough time as it is to obtain efficient men at the salaries the city allows. It is only sentiment to say that women teachers do the same work as men. They don't, from a business standpoint, and besides, you always have to pay more for a good man than for a good woman teacher. Until the salaries for men teachers are raised, we cannot get the best service."

Domestic Science.

Miss Faith Lannan, supervisor, Columbus, O.: "The welfare of society depends on the comfort of its homes—that comfort which is due not so much to the luxury they afford as to wise use of available material.

"It is the aim of domestic science to give such training as will arouse an interest in home duties and a desire for intelligent performance of them."

THE DANGER OF DUST IN SCHOOLROOMS.

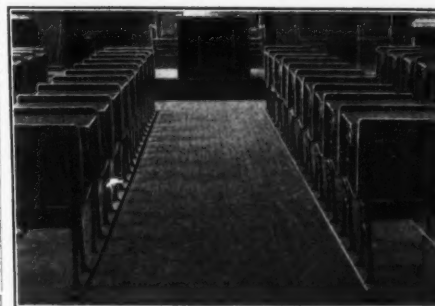
HOW IT CAN BE AVOIDED.

DUST DANGER is a real—not a theoretical menace. Scientific research has proved that dust is the greatest carrier and distributor of disease germs known.

The dust problem in schoolrooms is one that should have the serious consideration of every Board of Education, every Superintendent of Schools, Principal and Teacher. The elimination of dust is a duty that must appeal with peculiar force to those charged with the responsibility of caring for the health of pupils.

HOW DUST SPREADS DISEASE.

Disease germs multiply with exceeding rapidity. A single germ falling on fertile soil will, in an incredibly short space of time, generate millions upon millions of its kind. These micro-organisms are found by the million in dust, so that every current of air causes the dust to be set in circulation, and with it the countless myriads of living germs that are such a menace to health.



The remedy for the elimination of dust is not sweeping and dusting, for such expedients merely start the germs afresh on their aerial errand of warfare against mankind.

THE TRUE REMEDY.

Standard Floor Dressing is the true remedy for the elimination of dust. It has been tested by Physicians and Educational Boards with the most gratifying results, and reports show that it reduces the percentage of floating dust nearly one hundred per cent.

The action of Standard Floor Dressing is purely mechanical. The application of a thin coat three or four times a year is sufficient to keep the floors at just the right degree of moisture to catch and hold all dust and dirt.

Floors treated with Standard Floor Dressing present a splendid appearance. The dressing acts as a preservative and prevents the boards from splintering or cracking. It does not evaporate, and by reducing the labor of caring for the floors saves its cost many times over. Not intended for household use.

We are making a remarkable offer applying to schools, public buildings, stores and offices. Our offer is this—we will, free of all cost, treat one floor or part of a floor in any schoolroom or corridor with Standard Floor Dressing, just to prove our claim.

Upon request, full particulars may be had regarding such demonstrations. Our little book, "Dust and Its Dangers," explains the subject fully. Anyone may have a copy by merely asking for it.

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**Chemicals, Chemical Apparatus,
Physical Apparatus, Scientific Instruments.**

Everything needed in the Laboratory. Glass blowing on the premises. Metalware Manufacturing Department in the House.



ALABAMA.

Cullam—St. Bernard's College will be enlarged at a cost of \$20,000.

ARIZONA.

Phoenix—Contract was let for science building at Normal school; \$30,000. Prescott—Ward school will be erected; \$30,000.

CALIFORNIA.

Los Angeles—Arch. Franklin P. Burnham has plans for addition to high school. Garden Grove—8-room school will be erected; \$20,000. Santa Monica—School will be erected; \$30,000. Alameda—School will be erected.

COLORADO.

Papeton—2-room school will be erected. Roswell—2-room school will be erected; \$3,500.

CONNECTICUT.

Torrington—Archts. Griggs & Hunt, Waterbury, have plans for 4-room addition to the Torrington school. Hartford—Plans have been accepted for enlargement of school. New Haven—School will be erected, Clintonville district.

FLORIDA.

Tampa—Archts. Shaw & Jay have plans for 2-story school, to cost \$16,000.

IDAHO.

Orofino—School will be erected at an expenditure of \$5,000.

ILLINOIS.

Dixon—3-story high school will be built; \$65,000. Pana—Archts. Patton & Miller have preliminary plans for high school, to cost \$40,000. Collinsville—High school will be erected; cost, \$30,000. Charleston—Dormitory will be erected for the Eastern Illinois State Normal.

INDIANA.

Kirklin—Contemplate erection of high school; \$30,000. Richmond—High school will be built. Mooreland—Addition will be erected to school. Beech Grove—One-story school will be built; \$10,000. Eaton—Archts. Mahurin & Mahurin, Fort Wayne, have plans for 2-story school; cost, \$25,000. Mishawauka—School will be erected; cost, \$20,000. Salem—Bids will be received for graded school building.

IOWA.

Muscataine—Arch. H. W. Zeldler is preparing plans for high school building; cost, \$30,000. Grundy Center—Two schools will be erected, to cost \$2,000. Traer—Plans have been prepared for school; \$55,000.

KANSAS.

Coffeyville—Archts. Henderson & Lundberg are preparing plans for 2-story school; \$17,000. Leavenworth—High school will be erected at a cost of \$60,000.

KENTUCKY.

Whitesburg—School will be built; \$15,000. Stanton—Two-story school will be erected. Owensboro—Bids will be received for an 8-room school.

LOUISIANA.

Estherwood—Arch. R. A. Norton has plans for a two-story school;

cost, \$15,000. Minden—School will be erected; cost, \$5,000.

MARYLAND.

Baltimore—School building will be erected. Address E. D. Preston, building inspector.

MASSACHUSETTS.

Winthrop—Grammar school will be erected; \$64,000.

MICHIGAN.

Butman—School will be erected, Dist. No. 2. Mill Creek—Plans have been completed for two-story school. Cadillac—School will be erected.

MINNESOTA.

South Park—Archts. Wm. Elliott & Sons, St. Paul, have plans for 8-room school and 4-room addition to Riverside Park school. Baudette—\$10,000, bonds, issued for school. New Germany—Plans have been prepared for school. Pulaski—School will be erected. Slayton—School will be erected. Iona—School will be erected. Beardsley—Archts. Thorl, Alban & Fisher, St. Paul, have plans for school. Caledonia—Bids will be received for school, Dist. No. 71. Alexandria—School will be erected, La Grand township.

MISSOURI.

Koeltztown—Archts. Wessbecher & Hellebrandt, St. Louis, have plans for 2-story school; \$15,000. Springfield—School will be erected, 4th ward; \$15,000.

MONTANA.

Thompson—Proposals will be received for high school.

NEBRASKA.

Valentine—Addition will be built to school. Callaway—Bids will be received for school. James Craddock, Archt., Omaha, Superior—Plans for high school considered; cost, \$25,000.

NEW JERSEY.

Trenton—Plans are being prepared for school. Westfield—School will be erected; \$45,000. Somerville—School will be erected. Leonia—Archts. Davis, McGrath & Shepard, New York City, have plans for 3-story school; \$20,000. Newark—16-room school will be erected, St. Columba's parish, to cost \$70,000.

NEW YORK.

Westchester—Arch. Geo. H. Stree-ton let contract for school. Rome—School will be erected; \$20,000. Alfred—Arch. Otis Dockstader has plans for school. New York—Arch. John E. Kerby will let contracts for 4-story school, St. Anselm's; \$90,000. Far Rockaway, L. I.—Arch. Hyman Rosensohn, Newark, has plans for 3-story business college building; \$50,000. Springville—Arch. E. E. Joralemon, Niagara Falls, has plans for school. Bedford—Franklin B. Ware, Albany, has contract for 2-story building; \$30,000. Newburgh—Arch. Frank E. Estabrook will prepare plans for school.

NORTH CAROLINA.

Apex—School will be erected to cost \$7,000.

NORTH DAKOTA.

Herr—School will be erected.

OHIO.

Cleveland—Arch. F. S. Barnum let contract for four 1-story portable schools. Cincinnati—New bids will be received for 3-story high school; \$750,000. Chardon—Arch. J. L. Wilson, Ashtabula, is preparing plans for 2-story school. Mercer—2-story school will be erected. Rugeville—School will be erected.

PENNSYLVANIA.

Greenville—Archts. Milligan & Miller, Wilkinsburg, are preparing plans for school. York—Archts. Hamme & Leber have plans for school; \$45,000. Chambersburg—4-room school will be erected. Philadelphia—Commercial high school for girls will be erected. J. Horace Cook, archt.

SOUTH CAROLINA.

Manning—School will be erected; \$30,000. Canova—School will be built.

TENNESSEE.

Bristol—County school will be

LEWIS & KITCHEN

Heating and Ventilating Engineers

CHICAGO—KANSAS CITY

MANUFACTURERS OF MODERN APPARATUS

DRY AND FLUSHING CLOSETS

SEPTIC TANKS

GARBAGE CREMATORIES

1200 Michigan Ave.
CHICAGONinth and Broadway
KANSAS CITY

erected, Madisonville—High school will be erected.

TEXAS.

Teague—Arch. C. H. Allen, Austin, has prepared plans for school; \$25,000. Haskell—\$10,000, bonds, have been issued for school. Annona—School will be erected; \$8,000. Del Rio—Two schools will be erected; \$10,000 each. Dallas—Plans are being prepared for 9-room and a 4-room school. Corpus Christi—Ward school will be erected.

VIRGINIA.

Lynchburg—8-room school will be erected; \$10,000.

WASHINGTON.

Green Lake—Plans have been submitted for school. Seattle—Bids will be received for two 8-room schools.

WEST VIRGINIA.

Wheeling—School will be erected, 4th ward. Thoburn—Arch. A. L. Lyons, Fairmont, has plans for 8-room school; \$15,000. Downs—1-story school will be erected; \$5,000. Elkhorn—Contract was let for 2-story school; \$12,000.

WISCONSIN.

Racine—Addition will be built for Lincoln school. Antigo—School will be erected; \$5,000. Delavan—\$40,000 building will be erected for girls.

PLANS WANTED.

Oskaloosa, Ia.—Penn College contemplates erection of 3-story dormitory; \$25,000. Architects not selected. Minden, La.—Five-mill tax was voted for school; \$5,000. Address mayor.

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Baltimore, Md.—Competitive designs will be advertised for school. E. D. Preston, building inspector.

South Hadley Falls, Mass.—Plans will be received for 8-room school, four rooms for classes and the rest for assembly hall, etc.; also combination town hall and school building, plans to be ready not later than Feb. 21. M. J. Jude, Sec'y.

Port Washington, L. I., N. Y.—The board will receive bids for 20-room school; \$75,000.

Dogdon, N. D.—School Dist. No. 62 will build school. J. G. Overholser, clerk.

Wessington Springs, S. D.—The board desires sketches at once for proposed school. Brick and stone, 8 classrooms and assembly room, etc. Address Miss Della England, clerk.

Erwin, Tenn.—Unaka Academy will build a main structure and boarding hall; cost, \$9,000. No plans adopted.

NOVEL HIGH SCHOOLS.

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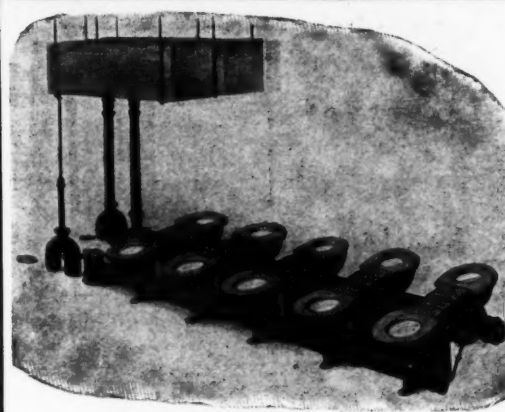
of the Carl Schurz and the James H. Bowen high schools, the two new \$500,000 structures authorized recently.

The schools will mark a new era in Chicago public school construction, being designed on lines which are believed to embody the maximum of art, utility and convenience.

Work to Begin in Spring.

The drawings will be ready some time in March. Work will be begun on the buildings in April or May, according to the plan, and the construction, of steel, concrete, tile and brick, will be rushed in the hope of having the schools ready for use in September, 1909.

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radically from present structures. The four cardinal points on which the distinction rests are the introduction of manual training facilities, the elimination of the basement, the location of the assembly hall on the ground level and the placing of the lunch rooms at the top.

The exterior appearance is to be as distinctive as any other feature. Made of pressed brick in two shades of brown, with gabled roofs of tile, the new buildings cannot be classified architecturally as the critic of such matters is wont to do.

Distinctive of Present Age.

"No, the type is not Ionic, Doric, Roman, oriental or colonial," said Mr. Perkins. "We think we have found a new type, distinctive of the present age rather than any other, and expressing character—embodying the elements of truth, strength and principle. It is not ostentatious, but capable. Not only good, but good for something."

The buildings are to be of five stories, each containing twenty-five classrooms, and accommodating 1,000 pupils. With all the laboratories and workrooms included, however, the capacity might be almost doubled if necessary, it is shown, without causing inconvenience. The ground area is to be 360x168 feet.

The first floor will be on the ground level, entrance being made without steps, as in the case of the modern office building. On this floor are located in each instance a large gymnasium in the left wing and the assembly hall in the center, while the right wing is given over to manual training appliances. There is also a science lecture room, a physiological laboratory, while the manual training idea is carried out in machine shops, forge rooms and foundries.

Large Study Room.

The second story is given over mainly to classrooms, but it has as a distinctive feature a large study room. On the third floor are located zoological and botanical laboratories and a commercial room.

Drawing rooms, printing and book-binding rooms and physical and chemical laboratories characterize the fourth story. The fifth is to be utilized as a lunch room. This arrangement, providing better ventila-

tion and light during the lunch hour, is designed to conserve the pupils' health.

The new high schools are designed to carry out in every detail the newer educative ideas as reflected in the Chicago public schools. It is thought that the Chicago high school building as exemplified in the Schurz and Bowen schools will be recognized as the nearest approach to the ideal yet achieved.

Washington, D. C.—The Senate subcommittee which investigated the trouble between W. E. Chancellor and the district board of education has signified its intention to recommend the abolishment of the board. The passage of the bill introduced by Senator Dolliver will be urged. An outline of this measure was printed last month. It requires the appointment of a single commissioner to have charge of the schools.

The teaching of the German language has engaged the attention of the Milwaukee, Wis., school board. It is likely that only such students will receive instruction as make a written request through their parents. In the past, children were obliged to request that they be exempted.

An advisory committee of one hundred prominent school men has been selected to assist the educational commissioner, who is revising and codifying the Illinois school laws. The committee will collect data of all kinds bearing on the schools for the use of the commission.

Indiana. State Supt. F. A. Cotton has issued a bulletin explaining the new state law for classifying and examining teachers.

Tennessee. The county school government plan, which has been in operation two years, has received the indorsement of the Public School Officers' Association, which met last month.

The association elected Supt. F. B. Frazier of Dayton as president; Wharton L. Jones of Memphis, vice president; P. L. Harned, Clarks-ville, secretary-treasurer; Claude J. Bell, Nashville, corresponding secretary.

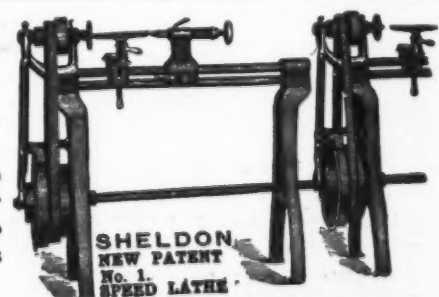


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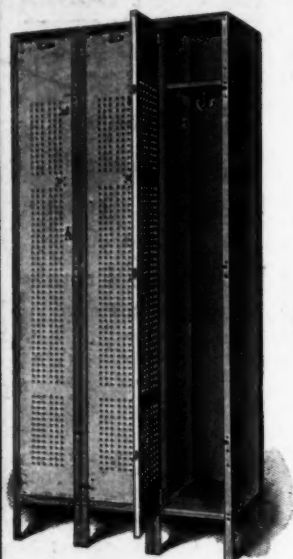
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Open Montana Line.

Important progress in the coast extension of the Chicago, Milwaukee & St. Paul Railway has been announced. Train service has been established to Marmath, N. D., thirty miles west of Bowman, and local service has been put on between Harlowton and Musselshell, Mont. These two towns are in the central part of Montana and are ninety-two miles apart.

Work has advanced so rapidly that trains will probably be running between St. Paul and Butte some time in May or June. The grading has been practically completed and rails are being laid at the rate of four miles a day.

Marmath, to which trains now run, is about 200 miles west of the Missouri river. While construction crews are advancing westward from this place others are working eastward along the Musselshell valley. It is thought that the two lines will be connected and the bridge built across the Yellowstone at Miles City by the middle of this month.

According to present plans the Milwaukee road's coast extension will be completed to Seattle early in 1909.

TAXATION. State.—Although every state derives some income from permanent funds, invested for the schools, the chief revenues are from taxes. This tax is levied equally upon all the taxable property of the state and is distributed according to a fixed plan. It is generally held that the state should not supply more than one-half of the actual amount used in running the schools of a given district. The state's portion should form the nucleus of the revenues and the remainder should come from a local levy. In many states special aid is provided for poor districts with good results.

Local.—Local taxation has proven to be one of the best stimuli for arousing and preserving local interest in the schools, and for securing personal concern of the taxpayers in the economical expenditure of the school funds. In states where the county is the civil unit for local taxation it should also be the unit for the schools. Where the township is the unit for levying and disbursing local taxes, it should apply. Of course, cities form separate units for school taxation.

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Distribution.—The equitable distribution of the school funds of the state forms one of the unsolved problems in school administration. One of two general plans, or a combination of both, is utilized in every state and none can be said to be absolutely just.

The "Census" plan provides for a per capita distribution of the state funds according to the number of children of school age within a given district. As has frequently been pointed out, this method will act unjustly toward small districts. An improvement of the plan makes the actual enrollment of children in the schools the basis. This is likely to increase the enrollment and secure a strict observance of the compulsory attendance laws.

The "Fixed Sum" plan provides for the distribution of a certain amount to each district; in some states for each teacher. The plan tends to increase the number of districts or teachers out of all proportion. Wise statutory limitation may to a degree obviate this fault.

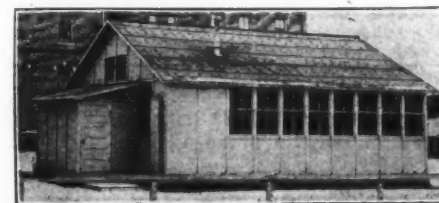
City.—How much power the school board of a municipality should have for levying taxes for the support of the schools is a vexed question. Undoubtedly, ideal schools might be provided if the school authorities could procure whatever amount they thought necessary. And still, it does not seem wise that the taxing power of a municipality be divided; it means divided responsibility, and is likely to raise the school taxes to a point out of all proportion to the remaining interests of a city.

There are several methods in vogue for fixing the school tax levy. One is to allow the school board to recommend the amount it desires and confer upon the city council the power to act.

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